

It's you, it's me, it's us



ABSTRACT BOOKLET | INNSBRUCK 2024

ABSTRACTS FROM KEYNOTE SPEAKERS

Character Strengths In Zurich: A Retrospective And Future Outlook

Willibald Ruch

A quarter of a century ago, researchers began to enumerate personal characteristics that are conducive to the various fulfillments that make up the roots of a good life. Five years later, the character strengths and virtues handbook and classification was published (Peterson and Seligman, 2004), followed by assessment tools, initial studies of construct and criterion validity, and the effects of strength use. Subsequently, character strengths became the most important pillar of positive psychology research and applications, with Zurich-based studies standing at the top (Wang, Guo & Yang, 2023). This talk will provide a review of recent Zurich-based studies and outline future research plans. Emphasis is given to the strengths-virtue relationship, alternative measurements, the prediction of fulfillment in life, and the question whether strengths are better seen as prothetic or metathetic continua.

Diagnosing, Nurturing And Maintaining Resilience: Tools For Positive Development In Stressed Environments

Michael Ungar

With growing interest in resilience among mental health care providers, there is a need for an effective way to think about the complex interactions that predict which children, youth and adults will do well despite the seriousness of the challenges they face. A focus on resilience helps us to understand individual adaptive and maladaptive coping strategies, as well as the nature of the social and physical ecologies that facilitate processes associated with resilience. Using case examples of young people and adults who have been exposed to high levels of adversity such as family violence, mental illness, natural disasters, forced migration, poverty, racism and other types of social marginalization, Dr. Ungar will show how we can 'diagnose' resilience and use that assessment to guide practice. He will demonstrate how thinking about resilience places clinicians in a better position to design practical interventions that are sensitive to the individual, family, and community factors that influence wellbeing. Twelve factors common to successful coping under adversity and avoiding problems like depression, PTSD, and delinquency will be discussed. This presentation will also present tools that can be used in clinical practice to change people's social and physical environments in ways that make resilience much more likely to occur.

Invisible People: A Missed Opportunity For Knowledge Development

Antonella Delle Fave

Psychological research on happiness and well-being gradually expanded its focus from college students and educated participants to more diverse groups. Nevertheless, several populations are still invisible to investigation. Farmers are ignored by researchers, yet they provide nourishment to mankind, and they comprise the majority of inhabitants in many countries. Artisans and handicraftsmen, housewives and domestic workers play indispensable social roles worldwide, but they remain unnoticed. Marginalized groups, such as homeless people, irregular migrants, and prisoners, are ubiquitous yet neglected in well-being studies. Disregarding all these individuals represents a serious bias in research. Investigating their priorities, goals and life purposes, strengths and resources, daily challenges and opportunities could shed a much more comprehensive light on human psychological functioning, values and worldviews. Related findings could also orient education and work policies, inform social development trajectories, and enhance awareness of human diversity and interconnectedness.

Invisibility also affects participants who report intermediate scale ratings in well-being studies: neither very high, nor very low happiness and satisfaction levels; neither highest nor lowest meaning perception; neither flourishing nor languishing mental health status. These people often represent the highest percentage of study participants, and yet they are ignored in the evaluation and interpretation of findings. This polarization bias is rooted in a culture-bound worldview, assuming that less is worse, more is better and well-being maximization is desirable. Considering intermediate well-being ratings from an unbiased perspective could rather provide new knowledge and offer suggestions to build a more balanced, culture-fair and inclusive view of human experience.

What's Your Why? Positive Psychology Is A Means, So What Is Your End?

Corey Keyes

My 'why' has always been mental illness. My talk summarizes my new book, "Languishing," which describes my own personal and scientific journey to create a scientific body of research to address two serious problems in myself and the world, one that wasn't being addressed at all - languishing - in order to deal with another problem that was being addressed (mental illness) but continues to this day with little progress (i.e., rising rates and often too brief of recovery from things like depression and anxiety). I have come to see my work and personal journey towards resilience as a gift that has guided my research and purpose in this life. We all are all gifts that should be given by us rather than taken from or controlled by others. Science is most gratifying when it empowers than when it exerts power, and when it creates humble teachers rather than experts.

Our Hopes, Our Fears, Our Future – Learnings From 15 Years Of Cross-Cultural And Transdisciplinary Empirical Research
Andreas Krafft

The current experiences of a crisis-ridden world have fundamentally shaken many people's belief and trust in a better future. This triggers negative feelings of anxiety and helplessness and has a massive impact on mental health, especially among young people. Against this background, the question is, whether there still is reason for hope and, if so, what keeps our hope alive? How we look into the future, whether with confidence, fear or indifference, will determine the way we feel, think and act in the here and now, both individually and as a community. We cannot change the past, but we have a common interest in shaping a good and sustainable future for all. Based on the existential and multi-layered nature of hope, this keynote presents an inter- and transdisciplinary approach to the study of individual and collective hope in different cultural contexts. It integrates concepts of positive psychology, futures studies and pragmatist philosophy into a comprehensive model. The proposed concept aims to do justice to the fundamental nature of hope by taking into account the diversity of situations in which people can hope and being sensitive to different cultural worldviews and values. We report on research findings gathered over the past ten years in fourteen countries from the International Hope Barometer Research Program, which provide valuable insights about people's expectations for the future, their hopes and fears for the individual and common future and their psychological and social well-being.

Positive Psychology Coaching: Creating Sustainable Wellbeing For You, Me & Us.
Suzy Green

Within the realm of Positive Psychology, there is a growing acknowledgment of the imperative to proactively foster flourishing among individuals, groups, and key institutions in our communities, including schools and workplaces. Over time, there has been a discernible shift towards recognising the necessity of an integrated mental health approach encompassing risk mitigation, illness management, and the active promotion of flourishing. This keynote presentation aims to provide a comprehensive overview of this integrated approach, shedding light on recent global initiatives, such as ISO45003, and legislative changes in Australia that reflect a commitment to its implementation, particularly in the workplace. Suzy will delve into the emerging field of Positive Psychology Coaching as a pivotal intervention for promoting flourishing, offering historical insights, an evidence-based foundation, and compelling impact stories. The presentation will underscore the crucial role of Coaching Psychology when harmoniously integrated with Positive Psychology science. This strategic alliance ensures the achievement of sustainable shared outcomes, such as individual and collective well-being and performance. Whether applied at the individual, group, or broader cultural level, this integrated approach represents a profound leap towards fostering enduring positive change.

ABSTRACTS FROM INVITED SPEAKERS

A Life Worth Living: Nurturing Well-Being In Cancer Patients Through Online Positive Psychology Interventions

Alena Slezackova

The development and availability of information and communication technologies and the increasing technology literacy of the population bring unprecedented possibilities for implementing e-health interventions supporting patients' mental health and well-being across diagnoses and medical fields.

This lecture will discuss the theoretical background for creating online positive psychology interventions in the clinical field and provide an overview of verified online positive psychology programs for patients with chronic illness. We will also outline the possibilities of using online psychosocial interventions to promote mental well-being and psychological resilience in formal and informal caregivers.

Additionally, we will share our experience with creating and implementing the MOU MindCare application for oncology patients using positive psychology interventions, mindfulness, and relaxation methods. The effectiveness of the program is being investigated in a randomized controlled trial. Experience so far shows that introducing a mobile application into the context of standard clinical practice and its effective use requires a comprehensive approach that considers both technological and clinical, social and ethical aspects. Close cooperation with a broad spectrum of medical and non-medical professionals can help overcome many challenges that affect patients' acceptance of the program and willingness to enter the study. The first results show not only the level of effectiveness of the program but also indicate which factors increase adherence to the e-health program and which, on the contrary, increase the risk of dropout. The analysis of patients' feedback on the program shows how satisfied they were with the content, which interventions they rated as the most useful, and whether completing the program brought any specific benefits and positive effects to their lives.

Overall, it shows that mobile applications to support the mental well-being of patients have a high potential for delivering psychological interventions to many patients and strengthening their active participation in their mental and physical health care.

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Breathwork Transformation

Itai Ivtzan

Breathwork Transformation is the most powerful Breathing & Mindfulness technique you will ever experience. This is a similar method to Rebirthing or Holotropic Breathwork. It is a therapeutic breathing practice that changes your state of consciousness, releases your stress and negative emotions, and provides you with a feeling of peace, love, and euphoria. Breathwork Transformation was created by Dr. Itai Ivtzan - it is a technique combining Circular Breathing + Mindfulness. Just lay down, close your eyes, and follow the guidance of Dr. Itai Ivtzan. Workshop length: 90 minutes.

For full information and registration: <https://www.schoolofpositivetransformation.com/breathwork-ecpp>

#Flow Experience In The Context Of Work 4.0

Corinna Peifer

Flow experience refers to the state in which individuals are completely immersed in an activity, and demands and skills are in optimal balance. In this state, all attention seems effortlessly focused on the current task, while time flies by. People exhibit greater perseverance in their tasks and thereby enhance their performance when in a state of flow. Furthermore, frequent flow experiences have a positive impact on overall well-being and positive emotions. Thus, flow experience is a state that is particularly beneficial in the context of work. However, with the digitization and the introduction of artificial intelligence methods, work conditions are changing, giving rise to new challenges as well as opportunities. The presentation will shed light on the effects of modern working conditions on flow experience. Additionally, the opportunities of artificial intelligence for researching and promoting flow experience in the workplace will be discussed.

Fourth Wave Positive Psychology: Advancing Wellbeing Science in Times of Global Crisis

Judith Mangelsdorf

In a world beset by crises, positive psychology faces a critical challenge - how can the field contribute meaningfully to the global issues of our time? Initially rooted in an individualistic, positivistic, and Western perspective, the field has now embraced a more complex and systemic approach to well-being and the pursuit of a good life. Simultaneously, in the face of escalating environmental and health crises, positive psychology is compelled to elucidate its role in tackling these global challenges.

This presentation introduces the concept of a potential fourth wave of positive psychology -termed „globality.“ Aligning with the waves of positivity, polarity, and complexity as proposed by Lomas and colleagues, the fourth wave envisions a concerted effort to bridge the gap between the pressing global challenges of our times and the research and practice of positive psychology.

In 2015, the United Nations unveiled the Sustainable Development Goals (SDGs) as a blueprint for steering the world in the right direction. However, progress toward these goals has proven to be disappointing. This talk posits that a key factor hindering our collective progress is the lack of personal development necessary to catalyze the processes outlined in the SDGs. Drawing from phenomena like individual and collective post-traumatic and post-ecstatic growth, I will underscore the role positive psychology can play in personal development within the framework of inner development goals. This approach seeks to empower individuals to contribute to the UN's Sustainable Development Goals, fostering a collective effort toward a better future.

It's You, It's Me, It's Us – How Positive Leadership Can Help Us Shape An Even Greater World

Cornelia Lucey

Have you ever wondered what behaviours a leader needs to develop and demonstrate to bring the best out of themselves and of others? To be their most engaged and effective in leading both wellbeing and performance? And how close are we to this right now in the working world? In this speech, Chartered leadership psychologist and author, Cornelia Lucey, will introduce you to the latest research in Positive Leadership that brings many answers to these questions together. She will introduce the ALIGHT model from her book on Positive Leadership (Lucey & Burke, 2022), and explain how leaders in schools and organisations CAN and ARE using the model to alight their own and their team's leadership to shape an even greater world. Leaders all over the world are eager to understand the way that their leadership can be developed to lead to the best outcomes for themselves and their colleagues and community. In psychology we refer to this as how we create optimal functioning. As we constantly work in a VUCA (volatile, uncertain, complex, and ambiguous) world, navigating the pressures of this with adaptable leadership within our work systems is an increasing priority. With large scale disengagement at work (Gallup, 2023), increasing levels of stress and burnout (De Neve, J.-E., Kaats, M., & Ward, G., 2023; Deloitte, 2022), offering practical solutions and real-life examples and role models for a better way of leading is an imperative way to shift the dial forward on this. This speech will offer some solutions for you, me, and us in amplifying our leadership with sustainability.

Mattering In Co-Creating Inclusive Communities: Promoting Well-Being In Kindergartens And Communities Through Place-Based And Future-Forming Practices And Policies.

Dina von Heimburg

Placing citizens and their assets as key actors in public value co-creation, has been a rocky journey in practice and in policy-making. A particular challenge is how to include marginalized citizens and users to progress the mission of achieving wellbeing for all. In this talk I address the need for democratic innovation within a comprehensive framework of "wellbeing interventions". The talk is based on the premise that all people need to matter – that is, to be valued and add value in their own life, in the life of others, in work and in the wider society (Prilleltensky, 2020). Drawing on recent action research projects, I present future forming steppingstones to reframing kindergartens and schools as place-based and rights-based anchor institutions, with great potentials for promoting equitable participation and community wellbeing. The presented studies suggest how a "parent-powered" approach renders promising results by supporting inclusive relational coordination and capacity building for co-creation in the settings of everyday life. I also suggest how kindergartens (and schools) can be used as socially inclusive platforms for co-created and mission-oriented policymaking, by placing wellbeing for all at the heart of public values.

Pathways To Reconciliation: The Role Of Apology In Addressing Systemic Racism

Maysa Akbar

Our presentation aims to bridge the gap between research and practice, emphasizing the importance of policies and practices that promote the well-being of communities and populations and highlighting the role of resilience in achieving flourishing at both individual and societal levels. The proposed presentation will illuminate a critical aspect of our collective well-being—addressing systemic racism. Furthermore, we will discuss the process of the American Psychological Association's apology concerning systemic racism and its implications for advancing societal well-being. We will use the process of the American Psychological Association's apology to highlight the significance of acknowledging historical injustices, systemic discrimination, and the imperative role of apology in the journey toward reconciliation and restitution for the benefit of humanity. Our keynote presentation aims to inspire dialogue, reflection, and action among conference attendees. By addressing the pressing issue of systemic racism and showcasing the power of apology in the pursuit of reconciliation, we hope to contribute to the overarching theme of flourishing together. We invite attendees to engage in a meaningful dialogue on these topics and explore how we can collectively advance the well-being of individuals and society as a whole, fostering resilience and a more inclusive and equitable world for all. We look forward to the opportunity to engage with fellow researchers, practitioners, and advocates at the 11th European Conference on Positive Psychology as we collectively explore the interconnectedness of human life and the ways in which positive psychology can guide us toward a brighter, more equitable future.

Positive Health: An Intersection Where The Mind Meets The Body

Jolanta Burke

Positive Health is an emerging field of research and practice comprising two rapidly growing fields of Positive Psychology and Lifestyle Medicine. Positive Psychology is a science of wellbeing and optimal human functioning. In contrast, Lifestyle Medicine is a science of lifestyle choices that prevent non-communicable diseases (e.g. diabetes, stroke, heart disease, cancer) and is the fastest-growing medical speciality. Together, they make a powerful union preventing mental and physical disease that incorporates a shift towards perceiving body and mind as an integrated system and provides research and practice on how individuals can flourish regardless of physical health. This presentation will explore the scope and architecture of this rapidly emerging field. It will draw on psychological research that incorporates physical and physiological health and wellbeing and introduce the latest research and developments in Positive Health. Furthermore, it will explore the intricacies associated with the application of Positive Health. Finally, it will discuss the implications of the emergence of Positive Health in the context of practice and policymaking for the medical, coaching, workplace, education, and other professions to make the world a better place for you, for me, and for us.

Prosocial Commitment, Flow, And The Limits Of Attention

Jeanne Nakamura

As past scholarship has made clear, both at any given moment and over the course of a lifetime we have only finite attention but we face endless claims upon it; individual and collective wellbeing thus depend to a significant degree on how this limited attention is invested. Devoting focused and full attention to what one is doing in the present moment is one way of investing attention. Directing attention to outcomes lying beyond the present moment – among which are included not just one's own future gain but also others' future welfare – is another. In this presentation, I discuss how the investment of attention shapes experiences of prosocial commitment (dedication to the wellbeing of others) and experiences of flow (deep, enjoyable absorption), how the two can be in tension, and how they can be in harmony. Quantitative and qualitative research findings are outlined. In addition, I discuss implications for the understanding of attention and its relationship to the quality of life, individual and collective.

Wellbeing Economy – What Is Our End Goal, Money Or Happiness?

Dora Gudmundsdottir

In her presentation, Dora explores the complicated relationship between money and happiness, analysing its impact on both individuals and societies. Highlighting alarming statistics, such as eight individuals possessing wealth equivalent to 3.6 billion people, Dora argues that the current economic system falls short in serving the wellbeing of individuals and the planet. She questions the shift where economic growth, initially a means to an end, has become an end goal, emphasizing the detrimental effects on individuals, societies, and the environment.

Referencing Adam Smith's assertion that the value of government lies in promoting the happiness of its constituents, Dora contends that modern societies deviate from this principle. She introduces the wellbeing economy approach, advocating for a paradigm shift where the economy prioritizes the wellbeing of people and the planet. Drawing examples from Iceland and other Wellbeing Economy Governments, Dora illustrates practical implementations on how the wellbeing economy approach can be further developed to enhance wellbeing for people and the planet. The presentation encourages collaborative exploration and reflection on the role of this approach in fostering sustainable wellbeing for people and the planet.

What Is Bigger And Better Than Wellbeing? Introducing Wholebeing...

Andrea Downie and Aaron Jarden

'Wellbeing' has been the end point or holly grail for most of positive psychology's journey to date. Intervention programs and positive psychological interventions have largely aimed at increasing happiness, and more recently at the complex phenomena of wellbeing. However, we question this narrow goal and provide a vision of a bigger and better end point; an endpoint that takes a complex systems perspective and includes wellbeing as only one facet of an ideal outcome or end point. We contend that aiming for this new endpoint is not only a better way to achieve wellbeing, but is bigger and better than wellbeing per se. Thus, we introduce the notion of wholebeing, define and operationalise it, and provide the model of wholebeing as bigger and better vision.

What You Think About, You Bring About: The Powerful Impact Of Thoughts And Beliefs On Our Lives – A Neuroscientific View

Michaela Brohm-Badry

Contents: If we create optimal conditions for our brain, it will promote our learning and personal growth. But how do we create these optimal conditions? In this lecture we will explore how the structure of the brain and the path of neuroplastic developments can be used to convince the three „gatekeepers to consciousness“ (Judy Willis). The talk will provide neuroscientific guidance on how to make your life flourish - so that the powerful influence of thought can be used to strengthen our personal growth.

Learning Objectives: Explore the structures of the brain that enable personal growth.

Learn about the obstacles to growth.

Find out what we can really do to convince the gatekeepers of learning and growth to become our powerful supporters.

Be inspired by what we know about brain-friendly learning and living.

Ideal audience: coaches, trainers, teachers, HR managers, applied psychologists and anyone who wants to flourish.

Why Positive Peace Matters For The Advancement Of Positive Psychology: A Pursuit For Moral Responsibility And Activism In Dealing With Global Issues.

Helena Águeda Marujo

In the last years, positive psychology has been gradually, although palely, addressing pressing societal problems—poverty, corruption, racism, climate change, injustice, inequality, war, and the many other critical issues facing our global and endangered world.

Nevertheless, for most of its history, promoting just and well-functioning societies and minimizing social ills was mainly a side effect, not a deliberate intention of the field, with a few exceptions of researchers holding an interest in the orderly functioning of society, and attending to societal, structural, and lived realities. Those exceptions, from more than a decade ago (i.e., Biswas-Diener et al., 2011; Csikszentmihalyi, 2009; Marujo & Neto, 2013; Wissing & Potgieter, 2014, just to list a few), have been mostly neglected or not followed through by mainstream positive psychology.

The leveraged of claims supporting that positive psychology is a ground for “decontextualised neoliberal ideology that causes harm, and a capitalistic venture” (Van Zyl, Gaffaney, Van Der Vaart, Dik and Donaldson, 2023) needs to be urgently addressed, not only for the sake of the advancement of the discipline itself, but for the sake of the response to the greater social threats of our current distressed world.

As a field, positive psychology can no longer downplay, or even ignore, the role of wider social and systemic factors, and continue to look at wellbeing as an individualistic enterprise. As a science and a practice, it cannot be exonerated of the profound social responsibility to respond to communal problems, which requires public action that orbits around the institutions and practices that sculp social, political, cultural and economic life.

This gives the discipline of positive psychology the decisive context to embrace the next Wave, one of intentional social and political transformation, taking into consideration the conditions of life for the oppressed, excluded, underrepresented, the ones living in the worst conditions of war or refugee camps, and all the ones who are denied the most basic human rights, including at the level of business companies and the work force, and responding to the risks that our democracies and collective freedoms face.

For that purpose, the current note will present an historical and critical review of the way positive psychology has been dealing with greater global issues. Additionally, it will use the framework of positive peace – a global public good, defined as the attitudes, institutions and structures that generate and endure peaceful societies (Marujo, 2023) - in order to illustrate how positive psychology can purposefully help challenge the basic roots of the worst social problems, and effectively contributes to the broader social, economic, political and cultural conditions in which people live.

ACCEPTED ABSTRACTS FOR ORAL PRESENTATIONS

A bibliometric review of positive psychology and well-being research in Africa

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The growth of the science of well-being (positive psychology; PP) is evident in the proliferation of research, especially, in Western Educated Industrialised Rich and Democratic (WEIRD) societies. Additionally, much consideration has been to be integrating and synthesising this growing evidence in the form of systematic, meta-analytic and bibliometric reviews. There is a complimentary gradual but steady growth of positive psychological research in Africa. However, in the African context, similar representation of the “state-of-the art” of PP research is minimal in the literature. In this paper, we present the findings of a bibliometric analysis of PP research and related well-being constructs in Africa to better understand the field’s current condition, hotspots of research, and thematic developmental patterns. Our findings show that current terminologies that dominate PP research also guide work on the continent. However, we also note some studies are unintentionally excluded when purely Western theoretical terms are used. Despite the immense contribution of research in Africa to the understanding of well-being, further exploration is still warranted in three key areas. The clarification of well-being concepts; the exploration of contextual factors and; the need to go beyond Southern African samples. Filling this gap will provide a more comprehensive picture of well-being, which is needed for drawing applicable meta-theoretical assumptions about what makes people thrive and function.

A cross cultural and interdisciplinary approach to define a workplace wellbeing framework: a case study from United Arab Emirates

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Background: The burgeoning interest in comprehending workplace wellbeing and its systematic enhancement holistically is evident. While numerous theoretical frameworks and interventions have been tested in Western countries, a research gap exists in non-Western regions. Conducted in the United Arab Emirates, this study focused on employees in a government entity, conceptualising core wellbeing across seven dimensions: activity, nutrition, sleep, coping, meaning, life satisfaction, and social support; distilled into nine key enablers (Discipline, Grit, Engagement, Authenticity, Work-Life Integration, Relationships, Digital, Financial, Environmental) and six derailers (Personal Commitments, Mindset, Work Practices, Work Culture, Work Resources, Workplace Support).

Aims: The research sought to conceptualise a cross cultural and inter disciplinary approach to workplace wellbeing and its measurement, identify enablers that enhance and sustain wellbeing, and recognise potential derailers hindering wellbeing efforts. *Methods:* The sample (N = 309, MAge = 37.08 years, SDAge = 6.61) comprised of 56% of participants identified as women, with 91% being Emirate natives. The study employed self-report assessments, physiological indices (including cardiovascular health and body composition), and mental wellbeing risk assessments.

Results: Life satisfaction strongly correlated with coping, better sleep, nutrition, and physical activity. Trait enablers (Authenticity, Grit, Relationships) collectively explained 43% of core wellbeing variance. Significant negative correlations were observed between overall wellbeing and derailers like work culture and personal commitments. Notably, employees exceeding performance expectations also demonstrated higher mental wellbeing scores.

Conclusions: Findings offered insights into Middle Eastern workplace wellbeing, guiding culturally relevant assessment frameworks.

Statistical outcomes underscored the significance of enablers and derailers, contributing to understanding workplace dynamics impacting employee wellbeing and organisational success.

A cross-sectional profile of classical musicians’ mental health and illness

Ascenso Sara¹

¹ Royal Northern College of Music

Programs using the arts to promote flourishing are proliferating, with a growing research-base evidencing their potential. Intriguingly, when looking at workplace wellbeing literature, artists are mainly absent, even despite being a highly populated group. Concurrently, there is a stereotype in the creative industries portraying musicians as a group with greater challenges around mental illness than other professions, despite there being no evidence for this to date.

This study aimed to:

- draw a profile of mental health and illness of classical musicians;
- compare musicians’ indicators with other occupational samples.

Participants were 1014 classical musicians from 62 countries. Measures were the Mental Health Continuum - Long Form (MHC-LF) for mental health and the Kessler Psychological Distress Scale (K6) as an indicator of mental illness. The SWLS was added as a complement measure (as the MHC-LF assesses life satisfaction with a single-item on an evaluation of life, not satisfaction).

25.4% of musicians classified as flourishing and 53.6% as moderately mentally healthy. Personal growth and Social contribution stood out as the highest rated components. 64.3% classified with no mental illness. Musicians’ K6 scores were lower than 6 other occupational samples drawn from previous studies. Younger musicians were at greater risk for languishing and for severe mental illness.

Classical musicians show encouraging profiles both for positive mental health and for mental illness. The implications for flourishing promotion in the music sector are discussed.

A culturally appropriate strengths based coaching program for Aboriginal and Torres Strait Islander peoples living in social housing.

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Background: Aboriginal and Torres Strait Islander peoples living in social housing face common social housing challenges of low income, higher incidence of mental health issues and poorer health along with specific challenges due to the impacts of colonisation and its ongoing manifestations in racism and inequity. Aboriginal Housing Victoria (AHV) provides a range of individual supports to assist renters in maintaining their tenancy along with individual and community support activities that contribute to wellbeing. As part of this wellbeing program, AHV, has introduced a strengths-based coaching program to assist Aboriginal and Torres Strait Islander peoples living in social housing with working towards the attainment of self-determined goals.

Aims: This presentation outlines the development of a culturally appropriate coaching service to Aboriginal and Torres Strait Islander peoples living in social housing.

Method: An initial household survey, administered by peer researchers, was conducted in 2017 to explore the needs and aspirations of Aboriginal and Torres Strait Islander peoples living in social housing. A culturally appropriate coaching model was then developed to assist renters in addressing their aspirations. As part of an evaluation of the service, qualitative data is collected from participants about their experience of life coaching through open ended survey questions.

Results: Despite the complex lives of some participants, more than half of the initial survey participants identified aspirations for the future. AHV subsequently developed a coaching service which involved modifications to mainstream approaches to coaching to ensure a cultural fit. Aboriginal and/or Torres Strait Islander people are recruited and trained to become coaches. Training includes a key focus on Aboriginal knowledge of social and emotional wellbeing. The initial process of life coaching is focussed on relationship building through listening and conversation over several sessions. A range of culturally appropriate tools and resources have been developed to enable life coaches to work with community members. The cultural load and need for self-care of life coaches is also highlighted. Qualitative data indicates that the service is acceptable to participants and for some effective in achieving self-determined goals. A key implementation challenge has been the turnover of coaching staff which impacts on relationship building and the ability to provide a reliable service.

Conclusion: A culturally appropriate coaching service to Aboriginal and Torres Strait Islander peoples living in social housing is demonstrating benefits to participants. A culturally tailored coaching model is required along with careful attention to implementation challenges to ensure the ongoing acceptability and effectiveness of the service.

A diversity of scales to measure subjective well-being: do they measure the same? A study of the subjective well-being and its determinants in Flanders.

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Background: In the drop-off for the survey "Socio-Cultural Changes" (SCV) in 2018, the theme of subjective well-being is central. By this we mean the way in which people experience the quality of their daily lives. But this subjective well-being has various contents (cognitive, affective, eudaimonic) and is therefore measured in different ways. This study is inspired by the OECD guidelines to measure subjective well-being (2013) and the European Social Survey on personal and social well-being.

Aims: Based on the 2018 SCV survey in Flanders (N=1025), we first investigate whether and to what extent there is a correlation between a number of different measurement scales for subjective well-being. Can we make a distinction between the cognitive, affective and eudaimonic dimension?

In a second set of analyses, we examine the relationship with a number of central covariants (proverbial "determinants") of subjective well-being.

In addition to a number of classic background characteristics, we incorporate a diversity of internal buffers (such as the feeling of having control over time, engagement, the subjective socio-economic positioning) and external buffers (such as social support, connectedness and (social) optimism).

Method: In order to analyse the dimensionality of the different scales measuring subjective well-being we use principal component analysis. For the analysis of the determinants of subjective well-being (measured by a diversity of scales), multiple regression is used.

Results: Analysing the dimensionality of subjective well-being measures, we find 2 latent dimensions: cognition versus affect. However, we don't find a third dimension as suggested by the OECD guidelines. Besides, several internal and external buffers are important to be incorporated in the search for determinants of subjective well-being.

Conclusion: When measuring subjective well-being, it is important to make a distinction between the affective and cognitive loading of the scales. Besides, in order to say something about the determinants of subjective well-being it is important to incorporate a diversity of internal and external buffers, besides the traditional socio-demographic variables.

A Growing Concern for Meaning: Ego Development and Eudaimonic Functioning

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Background: Eudaimonia, in contrast to hedonia, is theorized to be a more complex type of positive functioning that is associated with personality development and maturity (Huta, 2016; Vittersø, 2016). However, the associations of psychosocial maturity with well-being are weak and the evidence linking it with eudaimonia is quite scarce.

Aims: To fill this gap, we aimed to explore whether ego development (ED), as a measure of psychosocial maturity (Bauer, 2011; 2016), is related to eudaimonic functioning, and how the individual approaches to meaning in life are related to ED and eudaimonia.

Method: Russian-speaking volunteers recruited online (N = 364, aged 18 to 85, 63% female) completed measures of ego development (WUSCT, Hy & Loevinger, 1996), meaning in life (MLQ, Steger et al., 2006), lay theories of meaning (ITLM, Osin et al., 2014), hedonic and eudaimonic motives, eudaimonic well-being (HEMA-R, Huta, 2015), and mental health (MHC-SF, Keyes, 2009).

Results: Structure equation modeling has revealed that ED emerged as a significant positive predictor of mental health and this effect was fully mediated by the presence of meaning and eudaimonic motives. Higher levels of subjective concern for meaning were associated with ED, both presence and search for meaning, eudaimonic motives, and well-being.

Conclusion: The results suggests that eudaimonia is a positive functioning that is guided by a personal concern for meaning and might be more likely attained by individuals at higher stages of personality development.

A latent profile analysis in Italian workers: Key ingredients for Healthy organizations

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Background: Fostering a virtuous cycle between workers' well-being and organizational success is one of the primary goals of Healthy Organizations.

Aims: We used latent profile analysis (LPA) to construct profiles via workers' self-rated job performance and work engagement also considering key ingredients for workers' well-being, strengths, and productivity: emotional intelligence, workplace relational civility, acceptance of change, satisfaction with life, meaning in life, flourishing, job satisfaction, meaning at work, flourishing at work.

Method: Three hundred and one workers from Italy were assessed through the Self-Rated Job Performance Scale (SRPS), Utrecht Work Engagement Scale (UWES), Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF), Workplace Relational Civility (WRC), Acceptance of Change Scale (AOC), Satisfaction with Life Scale (SWLS), Meaningful Life Measure (MLM), Flourishing Scale (FS), Job Satisfaction Scale (JS), Work as Meaning Inventory (WAMI), Flourishing Scale at work (FSW). The SRPS and UWES functioned as indicators in Latent Profile Analysis. Differences across groups concerning TEIQue-SF, WRC, AOC, SWLS, MLM, FS, JS, WAMI, FSW were calculated.

Results: A three-profile model was identified. Profile A: high performance and high engagement; Profile B: medium performance and medium engagement; Profile C: low performance and low engagement. Profile A showed the highest levels of: TEIQue-SF, WRC, AOC, SWLS, MLM, FS, JS, WAMI, FSW.

Conclusion: LPA showed that Profile A might represent flourishing productive workers with high well-being and strengths. Results suggested that Emotional Intelligence, WRC, AOC, SWLS, MLM, FS, JS, WAMI, FSW could be key ingredients to pay attention to foster workers' well-being and organizational success for Healthy Organizations.

A Meaningful Synergy: The Integration of Character Strengths and the Three Types of Meaning in Life

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Background: Two areas that have scientifically erupted in the last two decades are the sciences of meaning and of character strengths, yet the integration of these areas has been minimal. Some studies have drawn significant connections between character strengths and meaning in life; however, the samples have been limited, the measures have not measured or separated the types of meaning, and/or the studies have not gathered data from participants on the nuances of meaning.

Aims: The study aimed to achieve the following objectives: to analyze the correlation between valid measures of meaning components

and character strengths, to examine the relative importance of character strengths across gender and age differences, to assess the personal significance of one's character strengths for achieving each of the meaning components, and to gain insights into the reasons behind the selection of each character strength and identify gender and age differences.

Method: We conducted a large-scale, mixed methods study with 23,641 participants, spanning more than 100 countries. We measured the 24 character strengths using the VIA Inventory of Strengths and the three components of meaning—coherence/comprehension, significance/mattering, and purpose—using the Multidimensional Existential Meaning Scale.

Results: Meaning scales were significantly correlated with all character strengths. The strongest predictors of overall meaning were hope, spirituality, zest, curiosity, and gratitude. Gender differences were found for character strengths and types of meaning, as well as age trends.

Conclusion: The study has ramifications for the scientific synergy of character strengths and meaning.

A Qualitative Examination of Character Strengths and Virtues in Intergroup Reconciliation

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Background: This presentation argues that the VIA Classification of Strengths and Virtues (Peterson & Seligman, 2004) provides a useful foundation for Character Education (CE) generally and an effective common language for the understanding of intergroup reconciliation specifically.

Aims: It presents recent literature examining the prototypical elements of CE (McGrath et al, 2018), and the application of the VIA Classification to the study of peace and inter-group conflict (Niemiec, 2022).

Method: It then goes on to report seven interviews with experienced practitioners working in three reconciliation centres (Rose Castle Foundation; the National Centre for Truth and Reconciliation; and Reconcilers Together), located in the United Kingdom, Canada, Egypt, and Belgium.

Results: Qualitative analysis of the data yielded 14 themes, and 32 sub-themes or codes, related to the use of Character Strengths in the work of reconciliation.

Conclusion: While the participants represented different approaches to the reconciliation process, their ability to easily identify constructs from the VIA Classification in the practice of reconciliation supports the usefulness of the VIA nomenclature in providing a common language for both the understanding of and educating for reconciliation.

Adapting a School-Based Positive Psychology Intervention Using the Ecological Validity Model for Middle School Students

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Background: As the youth mental health crisis continues to worsen across the globe (Racine et al., 2022), there is a clear need for more evidence-based social-emotional intervention that can be applied in schools – the setting in which youth most likely seek and receive mental health treatment (Simon et al., 2015). It is also essential to explore ways to culturally adapt interventions because marginalized students tend to face unique challenges such as cultural conflicts and discrimination (Rodgers et al., 2022).

Aims: The Ecological Validity Model (EVM; Bernal & Sáez-Santiago, 2006) provides guidance for the cultural adaptation process. This study aimed to examine the social validity of a promising school-based positive psychology intervention (Well-Being Promotion Program; Suldo, 2016) adapted using the EVM.

Method: This study adopts a sequential explanatory mixed methods design. A total of 98 middle school students provided quantitative ratings of their perception of the adapted WBPP. Among those students, 70% participated in individual interviews to provide qualitative information about their experiences with the adapted WBPP.

Results: Quantitative and qualitative findings show that participants believed that the intervention was socially acceptable – the content was appropriate, goals were significant, and outcomes were important. They also requested more attention to students' unique life experiences and suggested incorporating more interactive activities in sessions.

Conclusion: Given this initial evidence to support the acceptability of the adapted WBPP, future studies should explore the effectiveness of this program.

Aftermath of the COVID-19 Pandemic: Resilience and Mental Health of Emerging Adults University Students

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This study explored the relationship between COVID-19 impacts and resilience in emerging adulthood during the final two months of the pandemic. It aimed to examine whether mental health symptoms moderated this relationship. In total, 205 university students completed an online questionnaire survey. Regression analysis was used to examine the prediction of resilience by pandemic-related impacts, and moderation analysis was used to explore the potential moderating effect of mental health on the relationship between impacts and resilience. The findings failed to confirm the hypothesis that total COVID-19 impacts would predict resilience. Rather, resource-type impacts predicted resilience [$B = 0.17, p < 0.5$]. Significant partial correlations found among resource, financial, and psychological impacts may go some way toward clarifying connections between impacts and resilience. The results confirmed the hypothesis that mental health symptoms would moderate the relationship between pandemic impacts and resilience. Thus, emerging adult students with low or moderate levels of symptomatology were more resilient, independently of the level of pandemic-related stressors they faced. Those experiencing higher levels of mental health symptoms, in tandem with high levels of pandemic-related impacts, exhibited increasingly higher resilience levels. These youths may be better equipped to handle severe stress and adversity thanks to skills and resources they possess and are experienced in using. The implications of these findings for each group of young people are discussed for their usefulness in directing future research and interventions to foster resilience during current and future crises and health pandemics.

AI and the Future of Therapy: Enhancing Human Agency and Interpersonal Skills

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Background: The application of artificial intelligence promises to transform daily work practices, including those in the field of psychotherapy. Interactions between humans and AI will increasingly become part of our everyday experience. New devices give a glimpse of a future in which continuous interactions with personalized AI companions will influence our daily relational experiences.

Aims: AI's emerging capability to proactively engage in addition to responding to requests suggests a new dynamic in human-AI relationships. This will significantly alter human experiences in navigating and sustaining relationships. The aim of the presentation is to explore the potential of AI in therapy and what is necessary for human-AI interactions to foster human agency, rather than impair it.

Method: This presentation employs a mixed-method approach, incorporating a practitioner's perspective on current AI applications in therapy and an analysis of novel AI developments, such as the Rabbit1.

Results: While AI holds significant promise in revolutionizing therapeutic practices, it is crucial to recognize that its ability to foster human agency is not inherent, but rather contingent on how it is applied. The success of AI depends not only on the technology itself but primarily on its integration with human skills.

Conclusion: The efficacy of AI in therapeutic contexts will significantly hinge on its capacity to enhance individuals' autonomy within their therapeutic journeys. The critical factor for success lies in effectively managing the dynamic interactions between humans and AI, ensuring that these relationships support the overarching goal of fostering individual agency in therapy.

An Examination of The Written Emotional Disclosure Paradigm in Women Transition to Menopause

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Background: The transition to menopause is a period in which psychological distress may arise, and the quality of life may decrease. The "Written Emotional Disclosure Paradigm" (WEDP), which is based on expressing feelings, thoughts, and experiences in writing in the sincerest way, may positively affect psychological and physical variables.

Aims: In this study, the aim was to investigate whether the WEDP is an effective intervention for women's psychological well-being in the menopausal transition period.

Methods: The participants were randomly assigned to five groups: intervention (positive, negative, self-compassion-oriented) and control (neutral writing and non-writing). Personal and Health-Related Information Form, Depression Anxiety Stress

Scale-42, Menopause-Specific Quality of Life Questionnaire, Self-Compassion Scale and Brief Version of the Difficulties in Emotion Regulation Scale (DERS-16) were administered to 144 women aged 40-54 (Mean= 47.86, SD= 3.03). Mixed ANOVAs 5x3 were used to analyze the data.

Results: The results of repeated measures mixed ANOVAs indicated that positive- and self-compassion-focused writing interventions produced positive changes in the menopause-specific quality of life and self-compassion. However negative writing interventions didn't produce any change in any variable.

Conclusion: The obtained results suggest that repeatedly writing about emotions, thoughts, and experiences related to the menopausal period in a positive or self-compassionate manner could be a promising and potentially useful method during the transition to menopausal transition. The findings were discussed considering the current literature, providing clinical implications, strengths and limitations of the research, and suggestions for future studies.

An investigation of the Meaning-Making Model in parents raising a child with a disability

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According to the latest version of the Meaning Making Model (George & Park, 2016), parents raising a child with a disability would try to interpret their experience in such a way that fits into their worldview. In their case, their global meaning (i.e., beliefs, goals, and subjective sense of meaning) and situational meaning (i.e., appraised meaning of the disability) may come into discrepancy. This discrepancy may lead parents to distress. The aim of the present study is to examine all the aforementioned meaning-making components and test whether they can explain the potential distress experienced by parents raising a disabled child.

To this end, 186 parents raising a child (under 6 years old) with a disability were tested with inventories measuring global and situational meaning, discrepancy of meaning and psychological distress.

Results showed that parents reported moderately high means for global and situational meaning. They also reported experiencing moderate discrepancy between global and situational meaning and moderately low levels of distress. Distress was predicted primarily by the appraised situational threat (situational meaning), the goal of "importance of family life" and the subjective sense of meaning (global meaning), and –to a lesser extent – belief violation (discrepancy).

Our findings only partially support the Meaning Making Model for this population and suggest the need to revise it. They also provide useful guidelines for better counseling for families of people with disabilities, which can help to reduce parental stress and strengthen their mental health.

Antecedents and outcomes of work-related flow: A meta-analysis

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Flow is an optimal state that contributes positively to individual well-being and performance. Despite growing evidence of its antecedents and outcomes at work, few efforts have been made to systematically examine and synthesize the extant findings to advance the theoretical and empirical development of flow. Combining different perspectives (e.g., job demands and resources theory, proactivity and leadership literatures), we aim to identify the key antecedents and outcomes relevant to work-related flow, and (a) provide a nomological network and (b) spot areas for future research on flow. We conducted a meta-analysis to synthesize findings (N = 60,110, k = 113). Results showed that several factors, including job characteristics, individual characteristics, individual behaviors, and leadership characteristics were significantly related to flow. Individual behavior displayed the strongest association with flow ($p = 0.55$). In addition, flow was not only related to job outcomes but also to personal outcomes. We also investigated the relative contribution of sub-dimensions of flow to well-being and performance. The relationships between flow and its associates hold across different measures of flow and culture. Our findings suggest that employees can use more proactive strategies to foster flow rather than only respond to their environment. Despite the short-run side effects of flow (e.g., risk-taking behavior), flow is worth pursuing in the long run as it benefits both work and personal well-being. We encourage future flow studies to investigate additional social and situational factors and various types of proactive behaviors in a multilevel process.

Are Character Strengths WEIRD or not? Exploring the Cultural Relevance of Character Strengths Across Eurasia

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Background: Over a couple of decades, positive psychologists have focused on human strengths that facilitate an individual's ability to live better. However, like other psychological research and theories, positive psychology has been criticized for being a WEIRD science (Western, Educated, Industrialized, Rich, and Democratic). Further, some researchers argue that character strengths are oversimplified and do not provide a better understanding of diverse cultures. To probe if character strengths are WEIRD (or not), evidence needs to be collected from participants with diverse backgrounds and socioeconomic statuses. **Aims:** To partly address this concern, our research aimed to explore perceptions about the cultural relevance of character strengths in Eurasia approaching participants of WEIRD and non-WEIRD countries.

Method: Taking insight from Biswas-Diener (2006), we developed the Cultural Relevance of Character Strengths Survey (CRCSS) and collected data from four countries across Eurasia (n = 52 Germany, n = 76 Russia, n = 288 Pakistan, and n = 74 China).

Results: The results indicated that character strengths were appreciated by a vast majority of the participants (70-90 %) from Eurasia on different aspects of the relevance of character strengths (existence, importance, helpfulness, encouragement, application, parent's desirability, established cultural practices, and institutions for the development of character strengths) with few exceptions. In addition, we observed some differences regarding the perceived practices of character strengths by gender and age groups.

Conclusion: Overall, the findings provided consistent evidence on the ubiquity of character strengths across Eurasia advocating that character strengths are not a culture-specific phenomenon but rather more than just a WEIRD science.

Associations Between Parental and Child Well-Being Indicators: Preliminary Results from a Three-Wave Longitudinal Survey

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Background: Given the shared environment, close bonds, and the similarities in genetic predispositions, parents' and their children's well-being is assumed to be highly intertwined as parents provide the main socioemotional context in which children develop and function; however, the associations between different children's and parental positive well-being indicators have not yet been thoroughly examined in the longer-term.

Aims: To gain more insight into these matters, this study aims to present preliminary results on the associations between parental and children's well-being indicators measured throughout three years (i.e., three measurements waves).

Method: This study is a part of a longitudinal project „Child Well-Being in Family Context (CHILD-WELL)” financed by the Croatian Science Foundation. The study involved 895 mother and/or father-child pairs. The children in the study are primary school children (54.2 female), aged 9 to 13 years ($M = 11.43$, $SD = 1.16$). All three waves assessed children's and parents' happiness, life satisfaction, and positive and negative affect.

Results: The preliminary descriptive and correlation analyses showed mostly small and positive, statistically significant correlations between parents' and children's positive well-being indicators between three measurement and demonstrated that the associations between parents' negative emotions and children's well-being indicators were more complex and less straightforward. In the study we discuss these findings.

Conclusion: The current study supports the idea that parents' well-being represents context highly important for children's well-being and resilience, but that the type of the well-being indicators used has important implications for findings interpretation.

Building individual meta-objectives to co-create and execute solutions in a multicultural context

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The need for integrating individual objectives with team, group and environmental objectives is imperative. While it is generally agreed that cultures are a shared social knowledge and understanding that reflects in values and beliefs (Yang, Wang & Drewry 2006) the natural implication of a culture's impact on implicit individual goals hasn't received much attention. These implicit goals are meta-objectives that guide the individual. The purpose of this methodology is to become aware of them, take ownership and self-build meta-objectives for you today, that enable you to create a better life in a multicultural, global setting. This method has been tried in coaching, mentoring and supervision

An infinite or meta-goal is an overarching goal that is present in all our decisions, something that defines us. Our first meta-goals have been given to us by our culture: our families, traditions, then by school, later at work. Multicultural environments give us the opportunity to see these meta-objectives, and fine-tune them, update them to our present reality. A meta-goal or infinite goal is necessary as it gives continuity to our actions, our projects, it doesn't have an expiry date, it's an ideal. You build your meta-objective, and from there create actionable shorter term objectives. And this has to be done with serenity, with mindfulness.

Taking ownership of your implicit values and objectives has a double effect, it makes the motivation for achieving goals more autonomous, and makes every smaller objective a reward in itself. It is a positive path to self fulfilment

Building Inner Strength: The Contribution of Self-Compassion to the Resilience of Adolescents from Divorced Families in Makassar

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Adolescents from divorced families often experience psychological distress stemming from significant life changes and perceive their circumstances as distinct from those of intact families. It is crucial for adolescents with divorced parents to cultivate resilience, recognizing that setbacks or challenges are not insurmountable, but rather opportunities for personal growth and learning. Resilience, defined as an individual's capacity to rebound from adverse circumstances and respond constructively to difficulties, plays a pivotal role in this process. Self-compassion, a practice of extending kindness to oneself, emerges as a valuable resource aiding individuals in navigating challenges and enhancing resilience.

This study endeavors to explore the relationship between self-compassion and resilience among adolescents from divorced families in Makassar City. The research includes 102 participants, aged 15-20 years, with divorced parents, selected through purposive sampling. Data collection involves the administration of the Self-Compassion Scale (SCS) and the Resilience Quotient (RQ). Utilizing simple regression analysis with a significance level of 0.00 ($P < 0.05$), the findings indicate a positive contribution of self-compassion to resilience in adolescents from divorced families in Makassar City. The correlation coefficient of 0.131 suggests that higher levels of self-compassion correspond to increased resilience among these adolescents. The nurturing role of self-compassion in enhancing individual resilience manifests through self-care, attention, and self-support during challenging situations, facilitating coping with the ramifications of parental divorce.

Can adolescents and adults recognize positive mental health like mental illness? An experimental mixed methods study

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Mental health literacy (MHL) entails literacy regarding both positive mental health and mental illness. Nevertheless, most of MHL programs and measures neglected positive mental health. In positive mental health operationalizations, flourishing and languishing are distinct diagnoses from mental illness. But, no study has yet examined the capacity for the identification of these diagnoses in vignettes. This study followed an experimental design and aimed to 1) validate four video based vignettes of the dual mental illness and mental health model: flourishing, languishing, mental disorder (depression) and moderate mental health (anxiety symptoms and well-being symptoms) developed and adapted for adolescents and adults; 2) tested the efficacy of the videos, accompanied by expert explanations, as an intervention, to promote MHL. A sample of n = 30 adolescents and n = 30 adults responded to sociobiographic data, the Positive Mental Health Literacy Scale (PosMHLit), the Mental Health Literacy Questionnaire (MHLq), and several questions regarding each video presented. Most adolescents and adults in the experimental groups were able to identify flourishing and depression, but not languishing and moderate mental health. Differences were not found though t-test statistics between nor within groups, except for PosMHLit in adolescents. The results suggest this intervention did not improve general MHL, nevertheless, the sample size could have influenced this finding. This research should be replicated with larger samples.

Can Flourishing protect against Occupational Depression? A Comparison between General and Special Education Teachers

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Teaching students with Special Needs can be a very stressful challenge. However, cultivating personal resources can reduce the risk of burnout and depression. Flourishing is a state of optimal functioning that allows one to experience a sense of purpose and fulfillment in their personal and professional lives. Previous studies show flourishing reduces occupational depression, but no one has investigated this relationship by comparing general teachers (GET) and Special Educational Teachers (SET). The present study aims to define different teachers' profiles based on their levels of flourishing, occupational depression, and demographic-professional characteristics. Moreover, the GET vs. SET moderating role has been analyzed in the relationship between flourishing and occupational depression. Participants were 448 Italian teachers (26-67; Mage=40.32 years, SD=9.01; Female, 85.5%), of which 312 SET (69.6%). The Occupational Depression Inventory and Flourishing Scale were administered. The TwoStep Cluster analysis identified two clusters: A) Flourishing teachers (68.3%) and B) Languishing teachers (31.7%). One-way ANOVA shows significant differences for ODI (F1,446=9.55; p<0.01), FS (F1,446=4.83; p<0.05), and career (F1,446=21.446; p<0.001) between the two groups. Interestingly, the SETs group shows low ODI and high FS levels ($\chi^2=443.29$; p<0.001). Moderation analysis shows that SET reduces the effect of FS on ODI (effect=-0.186, SE=0.04, p<.001; 95% CI [Boot LLCI=-0.266, Boot ULCI=-0.105]). Results are discussed considering the role of flourishing and personal resources as a protective factor for Special Education Teachers.

Can Goal-Setting and Self-Reflection About One's Work–Nonwork Boundaries Improve Boundary Fit and Subjective Well-Being? A Randomized Controlled Trial

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Background: Many employees struggle with aligning their preferred and enacted work–nonwork boundaries (boundary fit) in the modern workplace, impairing their subjective well-being (SWB). However, action regulation theory suggests that goal-setting and self-reflection can help employees improve their boundary fit.

Aims: We designed a self-guided 2-week microintervention promoting goal-setting and self-reflection about one's work–nonwork boundaries. Our study aims to evaluate whether participation in this intervention increases boundary fit and SWB.

Method: We used a randomized waitlist control group design to evaluate the intervention effects, with 93 employees participating in pre-intervention (T1) and post-intervention (T2) questionnaires and 77 participating at a 2-week follow-up (T3). Participants were randomly assigned to three groups. All of them received information about boundary management. Between T1 and T2, Group 1 participants engaged in goal-setting and self-reflection tasks, Group 2 participants completed goal-setting tasks only, and Group 3 participants undertook neither goal-setting nor self-reflection tasks. Besides the T1, T2, and T3 assessments, we measured the outcomes daily during the 2-week self-reflection periods of the three groups (Level-1 N = 663; Level-2 N = 83).

Results: Mixed-design variance of analyses revealed that Group 1 participants, compared to Group 2 and Group 3 participants, showed improvements in boundary fit and SWB. Parallel growth curve analyses revealed log-linear change trajectories in both outcomes, with a significant relationship between their growth factors.

Conclusion: The findings highlight the positive impact of our self-guided 2-week microintervention. Specifically, goal-setting and self-reflection about work–nonwork boundaries can increase boundary fit and SWB.

Challenges of Implementing Positive Leadership Interventions into Cross-Cultural Teams

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Background: The business world has become more global, and so has the workplace. Thus, working in cross-cultural teams requires intercultural competencies. Positive Leadership provides compelling research results and interventions to motivate and engage employees while ensuring their well-being. However, many managers still have an ethnocentric approach. This approach leads to misunderstanding and disengagement in cross-cultural teams. There is a need to adjust interventions of Positive Leadership to different cultures.

- *Aims:* To determine the differences and similarities in value patterns of respective cultures.
- To explore the utilization of Positive Leadership interventions in cross-cultural team leadership.
- To evaluate the adaptation of Positive Leadership interventions to the respective cultures.
- To establish the outcomes and consequences of Positive Leadership in an intercultural context.

Method:

- Deductive research approach; quantitative; survey using online questionnaires.
- Time: February until April 2024.

Sample:

- Non-probability, convenience sampling *Method:* Bachelor and Master students, as well as young professionals
- Nationalities: India, South Africa, the USA, Germany and Turkey
- Size: 500 respondents
- Data Analysis: Descriptive and inferential statistics

Results: A pre-study on meaning and purpose shows the necessity to adapt the intervention of Positive Leadership in different cultures. This study will evaluate culturally based attitudes towards spirituality, emotions, hierarchy, working styles, time and conflict management, and self-realization.

Conclusion: It is vital to adapt Positive Leadership interventions to lead cross-cultural teams effectively. The empirical research will be done in the upcoming Spring Semester.

Chance and Choice: Determinism and Decision making

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We all like to believe we have choices, that we are free to make decisions, yet how much of life is linked to luck or chance. Genes and determinism suggest that our present and future are already written, yet we also know that those who believe in free will tend to be 'happier' than those who don't. Genetics and the environment come together to impact who we are and how happy we can be. With wellbeing now at the forefront of workplace policy, global politics and sustainability for the future this is a topic that needs more exploration.

This presentation will draw together research on free will and determinism (Sapolsky, 2023; Kreiman, Liljenstrom, Schurger and Maoz, 2022), genetics (Bartels, 2015), the microbiome (Cryan, 2023) and decision making (Markus and Schwartz, 2010; Wilson and Gilbert, 2003).

We will explore what chance and choices / luck and decisions mean in a practical sense for the wellbeing of humans around the world. Drawing conclusions from the research the results provide practical tools for individuals and groups.

Changes in the well-being and turnover intentions of employees by training the PERMA lead behaviour of their managers

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Meine Arbeit erforscht den Einfluss eines Positive-Leadership-Trainings (PLTs) auf das Verhalten von Führungskräften sowie auf die Fluktuationsabsichten und das Wohlbefinden von Mitarbeitenden im Rahmen einer experimentellen Feldstudie, welche die erste deutschlandweite Studie zu diesem Thema überhaupt darstellt. Es wird unter sucht, ob und wie stark das PLT das Verhalten der Führungskräfte im Sinne der PERMA-Lead-Kriterien verbessert, die Erwartungen an gute Führung mehr erfüllt, die Fluktuationsabsichten der Mitarbeitenden verringert und deren Wohlbefinden steigert.

Führungskräfte einer Behörde wurden in eine Trainingsgruppe, die an einem PLT teilnahm, und in eine Kontrollgruppe eingeteilt. Alle Mitarbeitenden der Führungskräfte wurden durch Befragungen einbezogen. Der Gesamtstichprobenumfang lag bei n = 129. Mithilfe von Varianzanalysen mit Messwiederholungen und Korrelationsberechnungen wurde festgestellt, dass das PLT die Fremdeinschätzung des PERMA-Lead-Verhaltens der Führungskräfte signifikant verbesserte (p < .001). Diese von den Mitarbeitenden wahrgenommene Verbesserung führte zur Reduzierung der Fluktuationsabsichten und steigendem Wohlbefinden. Erwartungen an ein ideales Führungsverhalten konnten stärker erfüllt werden. In der Kontrollgruppe hingegen sanken die Fremdeinschätzung und das Wohlbefinden, die Fluktuationsabsichten stiegen an. Die Erwartungen wurden weniger erfüllt. Es wurde erstmalig gezeigt, dass ein PLT an einer Behörde eine wirksame Maßnahme ist, um die Qualität der Führung im Sinne der PERMA-Lead-Kriterien zu steigern, was direkt auf die Fluktuationsabsichten und das Wohlbefinden der Mitarbeitenden wirkt. Somit kann die Mitarbeiterbindung verbessert werden.

Ein höheres Wohlbefinden wiederum steht in engem Zusammenhang mit Burnout Gefährdung, Gesundheit und Leistungsfähigkeit von Mitarbeitenden (Bellingan et al., 2023). Die Studienergebnisse der Forschung unterstreichen somit die Bedeutung eines PLTs als Instrument der Führungskräfteentwicklung. Als weitere Implikation kann demnach abgeleitet werden, dass ein PLT bei Einbeziehung aller Führungskräfte zu nachhaltigen Veränderungen im Führungsverhalten und somit zu einer verbesserten Führungskultur beitragen kann.

Character Strength-Based Cognitive-Behavioral Therapy Focusing on Adolescent and Young Adult Cancer Patients with Distress: A Randomized Control Trial of Positive Psychology

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Background: Positive psychological psychotherapy has been assessed for its efficacy in adolescents and young adults (AYA) with cancer, yielding moderate effectiveness in alleviating distress. However, there's a scarcity of detailed insights into the specific therapeutic interventions required to offer relief from distress in this population.

Aims: This study is aimed at evaluating and comparing the efficacy of Character Strength-Based Cognitive-Behavioral Therapy (CS-CBT) and conventional Cognitive-Behavioral Therapy (CBT) in reducing distress in AYA cancer patients.

Method: Employing a randomized controlled three-arm trial approach, cancer patients aged between 15 and 39 were randomly allocated to one of the three groups: CS-CBT, CBT, and a control group. After an 8-week intervention, data were collected immediately, and at 1 and 3 months post-intervention. Primary outcomes included levels of distress, anxiety, and depression, and secondary outcomes focused on thriving and quality of life.

Results: A cohort of 162 adolescent and young adult (AYA) participants was equitably allocated across three distinctive groups. Remarkably, the group subjected to Character Strength-Based Cognitive-Behavioral Therapy (CS-CBT) exhibited

a substantial enhancement in primary outcomes, outperforming both the conventional Cognitive-Behavioral Therapy (CBT) group and the control group significantly. When considering the quality of life, CS-CBT did not display a pronounced superiority over conventional CBT.

Conclusion: The outcomes of this research bolster the effectiveness of utilizing CS-CBT as an intervention in mitigating distress and fostering a sense of thriving among AYA cancer patients. CS-CBT's impact on quality of life mirrored that of conventional CBT, without significant enhancements.

Character Strengths of Employees with Protector Roles: Understanding their Role for Persuasion Skills, Workplace Well-being, Job Performance, and Career Success

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Background: Over one trillion dollars are destroyed every year because of unprincipled misconduct and miscalculations (<https://www.oceg.org/ideas/what-is-grc/>). Governance, Risk, and Compliance (GRC) professionals (aka protectors) are expected to lead the way to producing and preserving value, achieving objectives, addressing uncertainty, and acting with integrity to solve this problem.

Aims: Within this context, it is worth exploring which character strengths may enable protectors to perform their crucial roles in organizations. To get first insights, the study aimed at identifying (1) the most strongly possessed character strengths, and (2) the character strengths with the highest correlations with persuasion skills, workplace well-being, job performance, and career success.

Method: Data was collected from 592 protectors from different GRC professions and job levels. The participants provided data on study variables answering reliable and valid measures.

Results: Love of learning, honesty, kindness, and fairness were among the top seven strengths across different GRC professions and job levels. Character strengths correlated positively with persuasion skills, well-being, job performance, and career success. Leadership, zest, and perspective were among the strengths which most often showed significant and relevant correlations ($r \geq .25$). Other strengths were relevant as well depending on the outcome analyzed. For example, for job performance also love of learning, honesty, and fairness were relevant; bravery and social intelligence for persuasion skills.

Conclusion: It can be concluded that character strengths play an essential role in protectors. The results will facilitate development of targeted interventions to enhance the protectors' outcomes, ultimately leading to improved GRC systems within organizations.

Character strengths profiles of Taiwanese medical students and their correlations with life satisfaction

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Background: Current research on character strengths profiles of medical students has predominantly centered on European contexts, leaving a notable void in cross-cultural investigations. Despite recognizing the positive influence of character strengths on life satisfaction (LS) within this group, there is a conspicuous dearth in analogous inquiries for Asian medical students. This study addresses this gap by scrutinizing a cohort of Taiwanese medical students, posing three central inquiries: (1) Top five character strengths of Taiwanese medical students; (2) Associations between character strengths and LS; (3) The extent to which character strengths mitigate depression's adverse impact on LS.

Method: In this investigation, 298 medical students (mean age = 20.7) from a public medical university in Northern Taiwan participated. Mandarin VIA-120 gauged character strengths, while the Patient Health Questionnaire ($\alpha = .85$) and Diener et al.'s LS scale ($\alpha = .87$) measured depression and life satisfaction. Rigorous inclusion of relevant control variables enhanced methodological robustness.

Findings: The results indicated that top five signature character strengths were: honesty, judgment, kindness, love, and teamwork. Results demonstrated a positive correlation between character strength and LS ($\beta = .73$, $p < .01$). Additionally, a significant protective effect was observed for character strength ($\beta = .66$, $p < .05$) in mitigating the impact of depression.

Conclusions: This study illuminates similarities in top five character strengths of Taiwanese medical students compared to their European counterparts. It underscores the potential health benefits of promoting character strength in medical education.

Co-creating whole school wellbeing: A mixed-methods case study into the use of Appreciative Inquiry in a UK Primary School

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Background: Frederika Roberts's doctoral research supports her professional practice as a trainer, speaker, lecturer and author applying Positive Psychology (PP) to education.

Appreciative Inquiry (AI), a strengths-based, positive emotions-fuelled change process, is a natural partner for PP, particularly the PERMA model.

Aims: Frederika's research aims to explore the use of AI in schools alongside any wellbeing outcomes.

Method: The qualitative data instruments in this single-school concurrent mixed methods case study are: field diary, participant-generated artefacts, semi-structured interviews, photographs and videos. Quantitative data instruments are: validated wellbeing questionnaires; PERMA-Profiler (adults) and EPOCH (children).

There are six data collection points:

1 - Before AI,

2 - the "AI Summit" and planning,

3 - immediately post-AI Summit,

4, 5, 6 - at 6, 12 and 18 months post-AI Summit respectively.

Data will be iteratively analysed to induce themes for further exploration.

Results: The research is now at data point 4. In addition to field diary notes, artefacts and photographs, 26 adults and 17

children have been interviewed (data points 3 & 4), 29 adults and 142 children have completed baseline questionnaires (data point 1), and 29 adults and 251 children have completed follow-up questionnaires to date (data points 3 & 4). Interim results will be presented at ECPP2024.

Conclusion: Emerging themes include appreciation, connection, and children's voice. Early indications are that the AI process may be linked to improvements in wellbeing components, and that this study will provide useful insights into the AI process.

Coping with Gender Minority Stress: Influence of Coping, Social Support and Community on Stress in Genderqueer Youth

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Background: In genderqueer adolescents, the risk for negative mental health is 5x higher than in cis youth, but data on this demographic group is scarce.

Aims: The objectives of this study are to 1) assess both risk and protective factors for gender minority stress in genderqueer youth.

Method: A mixed-method ecological momentary assessment (EMA) study was conducted with the mobile application ESMira in November 2023. Sociodemographic variables, gender minority stress, mental health, and coping were assessed at baseline. Stress and coping were assessed daily over 14 days. Linear multilevel models were conducted with R to test the effects of risk and protective factors on stress. Online Interviews were conducted to extend the understanding on which gender-specific stressors genderqueer youth were faced with, and how they coped with them.

Results: A total of 123 participants, aged 14 to 21 (M=18.7) completed the baseline questionnaire. The sample reached a high gender diversity including 35 cis female, 4 cis male, 28 trans male, 25 non-binary, 8 genderfluid, 5 agender individuals and more gender identities. We will present results of quantitative analyses and qualitative interviews on which stressors genderqueer youth were faced with and focus on protective factors such as effective coping strategies, social support and community.

Conclusion: Results of this study will add important data to the striking research gap concerning the mental health of LGBTQ+ youth in Austria and contribute scientific grounding for mental health promotion strategies for genderqueer youth.

Courage to be happy: risk-taking as a mediator of the relationship between psychological courage and well-being

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Courage is one of the core virtues, and, as such, it is viewed as contributing to a meaningful and fulfilling life as opposed to risk-taking, which is rather associated with negative consequences for well-being (Campbell et al., 2016). However, understood as sensation seeking, it may lead to positive outcomes, including positive affect, increased life satisfaction, or a sense of fulfillment (Hardie-Bick & Bonner, 2016; McKay et al., 2018). In our study, we explored the role of instrumental and stimulating risk-taking (IRT and SRT) in mediating between psychological courage (PC) and two types of well-being: eudemonic (EWB) and hedonic (HWB). We hypothesized that PC would predict both types of well-being and that IRT and SRT would account for these relationships, each uniquely. A sample of

471 adults aged 18-65 years (52.7% women) was recruited. They completed the Stimulating-Instrumental Risk Inventory, the Flourishing Scale (measuring EWB), the Scale of Positive and Negative Experience and the Satisfaction with Life Scale (measuring HWB), and the Courage Measure. We found that PC was directly and indirectly related to the two types of well-being. IRT accounted for the indirect relationship between PC and EWB, whereas SRT accounted for the relationship between PC and HWB but only measured as life satisfaction and negative experience. The results of our study, although exploratory, shed light on the mechanisms underlying the relationship between PC and well-being. They also lead to the conclusion that living a good life requires courage, regardless of how this good life is defined.

COVID-19 Long-term Impact: Exploring Character Strengths Change in Different Age Groups

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Background and Aims: Numerous studies have demonstrated the negative impact of COVID-19 crisis on people worldwide. However, post-traumatic growth (PTG) literature suggests that crises can also positively impact individuals, by promoting their personal growth. Furthermore, such impact on personal growth can vary among individuals at different ages. Development of individuals' character strengths can serve as an indicator for such positive growth following adversity, and was also examined for this goal during COVID-19. In the present study we further explored long-term changes in character strengths following the pandemic among individuals from different age groups.

Method: Data was collected online by the VIA Institute on Character, and comprised 1243 English-speaking participants who completed the VIA Inventory of Strengths prior to the pandemic (April 2019-December 2020; T1) and again after the pandemic (January 2021-February 2022; T2).

Results: MANOVA of the entire sample revealed an overall increase in character strengths (with medium effect size) and increases in seven character strengths: self-regulation (large effect), perseverance (medium-large effect), fairness, forgiveness and gratitude (medium effect), and appreciation of beauty and excellence and judgement (small effect). Further analyses of specific age groups indicated differences in the number and characteristics of strengths that changed in different ages.

Conclusion: The findings provide some support for long-term development of character strengths following the pandemic, and further indicate age- related differences in the nature of this development.

Creative Arts and Human Flourishing (Thematic Analysis of Leaders Participating in a 21 - Day Creative Arts Intervention)

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Today's leaders have increased job demands while navigating the ever-changing corporate climate, thus making it challen-

ging to experience human flourishing or the continued development of human beings toward optimal potential (Levin, 2020). This study explored the lived experiences of leaders participating in a 21-day creative arts intervention. Thirteen professional leaders participated in the intervention, utilizing self-selected art modalities, including music, visual arts, attending art exhibitions and concerts, creative writing, and dance. Qualitative data was collected and interpreted from a single-point post-intervention interview using Thematic Analysis. Four master themes were identified past exposure, creative arts practice, well-being, and leadership. The findings indicated that human flourishing, including health, can be achieved, through the arts, whether consumed or made. Unexpectedly, positive outcomes and improvements in teaming and productivity were indicated within this limited research. Future quantitative research is recommended to measure the impact of the arts and humanities on human flourishing across a larger sample.

Decent Work and Quality Professional Life of Higher Education Teachers in Portugal: an empirical study

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Background: Decent work (DW) concept refers to fair and adequate working conditions, guaranteeing workers opportunity to develop skills and potential, as well as healthy human interactions and dignified and respectful treatment, especially concerning respect for human rights at work. In turn, the QWL focuses on the practices that promote workers' physical, mental, and social well-being, contributing to job satisfaction and increased productivity.

Aims: The present study explores the interaction between DW and Quality-of-Working-Life (QWL) for Higher-Education-Teachers in Portugal.

Method: 350 Higher-Education-teachers from Portugal participated in this study. The Decent Work Questionnaire (DWQ) and Quality-of-Work- Life-Scale (QWLS) were applied. Simple and multiple linear regressions were carried out between the DWQ and QWL dimensions. Finally, the analysis of canonical correlations between the dimensions of the DWQ and QWLS was performed.

Results: The statistical analysis showed the data's adequacy to the tested models; simple and multiple linear regressions and canonical correlations identified significant interactions.

Discussion and Final Remarks: The results showed that DW is a powerful predictor of QWL, furthermore, they showed the importance of (a) having an adequate- compensation-system to meet family/economic needs; (b) experiencing adequate-time-and-workload to meet the teachers social-needs and, in addition, so that they can meet their aesthetic/creative needs at work and outside; finally, (c) the perception of promoting health- and-safety-at-work to meet the workers' needs in this area. In sum, the perception of work as dignified is essential in promoting QWL in the professional activities of higher-education-teachers.

Future studies on DW and the facets of QWL could enrich this study area. Decent Work; Quality of Working Life; Teachers; Higher Education, SDG8.

Direct and Mediated Impacts of Parental Democratic Communication on Adolescent Well- being: Insights from the 2020 Chinese Family Panel Studies

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Background: In a rapidly evolving socio-technological era, understanding the impact of parenting practices on youth resilience is more vital than ever. This study investigates links between parental democratic communication and key markers of adolescent adjustment and well-being.

Aims: The aim was to examine the direct effects of parental democratic communication on Chinese adolescents' subjective well-being and to investigate how societal trust and emotional state mediate this relationship.

Method: Data from 493 high school students aged 16-17 in the 2020 Chinese Family Panel Studies (CFPS) were analyzed using Structural Equation Modeling (SEM).

Results: The SEM analysis revealed a significant direct effect of Parental Democratic Communication on adolescents' Subjective Well- being ($\beta = 0.27, p < 0.001$). Trusting Society, influenced positively by parental communication ($\beta = 0.20, p < 0.001$), enhanced Subjective Well-being ($\beta = 0.36, p < 0.001$) and reduced Negative Emotion ($\beta = -0.17, p < 0.01$). Pleasant Life, also affected positively ($\beta = 0.31, p < 0.001$), contributed to increased Well-being ($\beta = 0.14, p < 0.05$) and decreased Negative Emotion ($\beta = -0.30, p < 0.001$). Negative Emotion, reduced by parental communication ($\beta = -0.15, p < 0.05$), had a strong inverse effect on Well-being ($\beta = -0.32, p < 0.001$). The model showed strong fit indices (GFI = 0.953, RMSEA = 0.042).

Conclusion: Parental Democratic Communication plays a crucial role in enhancing the well-being of Chinese adolescents directly, and indirectly, through factors like societal trust and emotional health. These insights call for integrated approaches that consider family dynamics and social emotional influences in fostering youth resilience.

Do daily leader and colleague behaviours matter for work effort? The role of daily basic psychological need satisfaction and frustration.

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The study sheds light on the within-person (i.e., daily) processes through which interpersonal behaviours associate with work effort. Existing studies focus on need-supportive interpersonal behaviours, while need-thwarting behaviours in relation to work effort, has been largely overlooked as important an outcome. This paper aims to understand the effects of daily leader and colleague behaviours on daily work effort via daily need satisfaction and frustration. Employees completed daily diaries for

10 days (N = 68). The data were analysed with multilevel structural equation modelling. The results revealed a dual-process model, where daily need-supportive behaviours of the leader and colleagues were positively related to work effort via need satisfaction. Daily need-thwarting behaviours related negatively to work effort via need frustration. Daily need satisfaction had a stronger association with work effort than daily need frustration. Organisations could prioritise interventions to enhance daily need-supportive interpersonal interactions as it is beneficial for daily need satisfaction and subsequent work effort.

Do we change when we think we have changed? Personality changes in the context of crucial life events

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Background: The theories of ego development (Loevinger, 1976) and basic psychological needs (Ryan, 1995) contradict the ideas about the main driving forces of personality change.

Aims: The report is aimed at developing and integrating the theory of ego development and the theory of basic psychological needs through the study of memories of crucial life events (CLE).

Method: The study sample consisted of 179 people (151 female; M = 28; SD = 5,907). The study has a longitudinal design.

Results: The initial level of ego development in the group with CLE experience did not differ from the group without such experience (U(N = 94, N = 49) = 2260, z = - .198 , p < .843). At the second stage, the level of ego development turned out to be significantly higher in the group with CLE experience than in the group without it (U(N = 95, N = 50) = 1771, z = -2.681, p < .01). A retrospective assessment of the initial level of ego development turned out to be lower than the real assessment (T = 484.5, z = -4.184, p < .001). The level of satisfaction of all basic psychological needs significantly increased in the CLE experience group.

Conclusion: The results indicate a possible connection between the phenomenon of crucial life events and the satisfaction of basic psychological needs with maintaining the level of ego development, as well as increasing the level of satisfaction of basic psychological needs. This brings new light to our knowledge about the processes of personality change.

Does Fun at Work Enhance Meaningful Work? A Three-Wave Study towards Innovative Work Behaviours

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Background: Meaningful work is understood to have many benefits including performance. However, the additional potential benefits of having a fun at work attitude remain untested. Under conservation of resources (COR) theory, having greater meaning and fun a fun attitude should provide more resources to influence innovative work behaviours (IWBs).

Aims: Explores the direct and interaction effects between meaningful work and fun at work attitude towards IWBs.

Method: A three-wave study (six-weeks between waves) of 277 New Zealand employees, testing direct and interaction effects using structural equation modelling. The sample was roughly representative of the New Zealand population on age, gender, and ethnicity. Analysis controlled for age and tenure.

Results: Time 1 meaningful work, fun at work, and IWBs are all positively related to later time values of each other, although time 1

IWBs is fully mediated by time 2 IWBs. The direct effect of meaningful work across time on IWBs across time is broadly significant, although time 3 meaningful work is not significantly related to time 3 IWBs. No significant direct effects towards IWBs were found for fun at work across all three time-periods. The only significant interaction effects are found for time 1 meaningful work and fun at work interacting towards IWBs times 1, 2 and 3, leading to greater IWBs over time for when meaning and fun are high.

Conclusion: Findings show that meaningful work can be even more beneficial for employees with a fun at work attitude. The additional resources provided (under COR theory) enable enhanced IWBs.

Effectiveness of Nature-based Positive Psychology Interventions on well-being: A Systematic Review and meta-analysis

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Background: Extensive research has explored the effects of mindfulness-based nature interventions on well-being. Recently, there is also a growing interest in combining nature interventions with positive psychological strategies such as savoring. However, so far no systematic review investigated to what extent combining nature contact with positive psychological strategies leads to enhanced effects on mental/spiritual well-being.

Aims: Identifying and analyzing Nature-Based Positive Psychological Interventions (NBPPIs) beyond mindfulness. Specifically, identifying the most promising positive psychological strategies combined with nature.

Method: Employing a systematic review and meta-analysis. This study defined NBPPIs as interventions with the primary aim of improving well-being and combining nature settings/elements with positive psychological strategies (savoring, gratitude, kindness, promoting relationships, and creating meaning). And we include both mental and spiritual well-being as well-being. A total of 1238 records were extracted from six databases with the date period from Jan 1998 to Dec 2023.

Results: Screening identified eight RCT studies combining nature with the Savoring strategy. The difference in pre-post effect sizes between nature and control conditions was computed. Preliminary results show that the effect sizes of NBPPIs on well-being dimensions range from small (g= .22) to very large (g=3.71).

Conclusion: This review identified that savoring is the most used positive psychological strategy combined with nature and that these interventions are promising in promoting mental/spiritual well-being.

Efficacy of the Best Possible Self Intervention in Social Interaction Scenarios: Comparison Between Original and Framed Versions

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Background: The “Best Possible Self” (BPS) intervention includes writing about and imagining the future in an ideal way. The original BPS intervention was found effective on well-being but lacked evidence on social-related outcomes. However, an adapted instruction may be necessary for specific scenarios. In this study, we framed the BPS instruction to focus on the best possible selves under a social interacting context (BPS-S).

Aims: 1) To investigate the effectiveness of the original and the framed BPS on variables related to social scenarios by comparing them to a control group; 2) To compare the effectiveness between the original BPS intervention and the framed version.

Method: 71 Chinese young adults were randomly assigned to the BPS-S group (n = 23), BPS group (n = 24), and control group (n = 24). All participants finished two assessments before and after a brief online intervention.

Result: Participants in the BPS-S condition reported larger decreases in social anxiety, negativity bias, and fear of positive as well as negative evaluation compared to the BPS and control condition. Participants in the BPS condition reported a decrease only in negativity bias compared to the control condition.

Conclusion: The BPS-S is more effective on social-related variables compared to both the original version and the control condition. Future research may consider exploring the effectiveness of framed BPS under specific contexts.

Emotional Intelligence: a positive resource for Human Capital Sustainability Leadership in Healthy Organizations

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Background: Healthy Organizations are aimed to foster a virtuous cycle of employee well-being and organizational success. Within this framework, Human Capital Sustainability Leadership (HCSL) is proposed as a higher-order construct encompassing four leadership styles: ethical, sustainable, mindful, and servant. Healthy Organizations also underscores the relevance of positive psychological resources and workers’ strength in a preventive approach, including a primary prevention approach. Emotional Intelligence (EI) is recognized as a positive prevention resource due to its trainability, different from personality traits, which are indicated as stable in the literature.

Aims: The present study aims to investigate the contribution of trait EI dimensions (Emotionality, Sociability, Well-Being, Self-Control) in mediating the relationship between personality traits and HCSL.

Method: The Big five questionnaire (BFQ), the Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF), and the Human Capital Sustainability Leadership Scale (HCSLS) were administered to 363 Italian Workers. A path analysis with maximum likelihood estimation was performed.

Results: A partial mediation model showed the best fit (TLI=0.983; CFI=0.989; SRMR=0.021; RMSEA=0.069). Well-being (r²= .24) mediates all the Big Five traits in their relationships with HCSL. Sociability (r²= .34) mediated BFQ Extraversion and BFQ Conscientiousness in their relationship with HCSL. Self-Control (r²= .23) mediated BFQ Emotional Stability and BFQ Openness in their relationships with HCSL. Emotionality did not mediate relationships between BFQ and HCSL.

Conclusion: Since EI is increasable through training, results suggest that EI warrant research and intervention in organizations from a preventive perspective and also from a primary prevention perspective as a favorable resource to promote Human Capital Sustainability Leadership for enhancing Healthy Organizations.

Emotional Intelligence: The holy grail for leadership? A review and research agenda

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Leading others is one of the most important responsibilities in organizations. Due to recent challenges, the job of a leader has become increasingly complex. A different skill-set is required for leaders to not only persevere, but thrive amid today’s challenges. Emotional Intelligence (EQ) plays a key role in this process. This leads us to ask: what do we know about the relationship between leader EQ and leader outcomes?

While a range of studies have examined the relationship between EQ and leadership, to date there has been little effort to review them comprehensively and systematically. With empirical research evolving quickly and rising popularity of the concept among practitioners, there is a need to synthesize past research findings.

To address this gap in the literature, in this paper we reviewed 101 empirical studies that investigated the relationship between leader EQ and outcomes at the leader level.

We present our results under the categories leadership styles and behaviors, wellbeing, and performance. The findings indicate that leader EQ is positively associated with a range of outcomes beneficial to the leader. These outcomes not only include concepts closely linked to EQ, such as relational leadership styles, but also more task-related outcomes, such as leader effectiveness.

While our results do not allow for establishing causal relations, they suggest that the benefits of EQ might be more far-reaching than previously assumed. We conclude by outlining key directions to further advance this field of research.

Empowering educators: unraveling the impact of transformational leadership, professional development, and learning program management on teacher job satisfaction

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In the contemporary landscape, educational institutions across the EU face substantial challenges. Consequently, school principals play a crucial role in navigating these changes by adopting effective leadership styles to support teachers, aiding in their professional development, and enhancing overall job satisfaction. This study delves into the intricate relationship between transformational leadership and teachers’ job satisfaction, specifically examining how these dynamics are influenced by attitudes towards professional development. Additionally, we explore the moderating impact of learning program management. A total of N=1,091 tenured teachers (86% female; Mage = 49.71, SD = 8.76) participated in our study, responding to a paper-and-pencil questionnaire. Structural equation modeling was employed to test study hypotheses. Our results not only confirmed mediating and moderating hypotheses but also underscored the critical role of supporting teachers’ professional development as a means to enhance satisfaction and cultivate positive attitudes towards their own growth. Furthermore, our findings emphasize the necessity of investing in the leadership skills of school principals, directly influencing the personal and professional outcomes of teachers.

Enhancing Well-Being of Urban School Students in India: A Comparative Study of Two Interventions in a Natural Setting

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Background: Enhancing the well-being of urban school students is a growing challenge. The online mode of teaching during and post-pandemic era has increased students' daily screen time. As they spend more time indoors, they tend to disconnect from nature even more, adversely impacting their well-being.

Aims: This study aims to design and execute two well-being interventions – a positive psychology intervention (PPI) and a mindfulness-based intervention (MBI) in natural settings for urban school students in India.

Method: 180 participants (aged 17-20) from a high school were randomly assigned to three groups: PPI, MBI, and a control group (CTR). Participants self-reported their levels of well-being, gratitude, inclusion of nature in self, sense of connectedness, resilience, awareness, perceived stress, positive and negative emotions using a survey questionnaire two times – pre and post-intervention.

Results: Repeated measures analysis of variance (ANOVA) was employed across time and groups, and post-hoc analyses for group differences were carried out through the Bonferroni test. Results indicate that both PPI and MBI interventions, when executed in natural settings, enhance student well-being, gratitude, inclusion of nature in self, sense of connectedness, resilience, awareness, and positive emotions and decrease levels of perceived stress, and negative emotions.

Conclusion: The study provides valuable insights for school authorities, policymakers, and urban planners to include natural settings in school premises and offer well-being interventions for students to connect with nature consciously.

Evaluating a Self-Determination Theory-Based Parent-Training Aimed at Children's Digital Education: A Pilot Study

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Background: In an age where technology is pervasive, parents may find it difficult to educate their children on the healthy use of digital devices.

Aims: In this pilot study, we tested the preliminary efficacy of an online Parent Training (PT) based on Self-Determination Theory (SDT), in fostering parents' ability to regulate their children's use of digital devices. We also verified whether the expected improvements could be ascribed to the specific PT provided, or would possibly be linked to other forms of training.

Method: 33 parents and their 29 children participated in this study. Parents attended one of two PT, based on SDT or Behavior Therapy (BT), respectively. Participants filled in a self-report questionnaire before (T1) and after (T2) the PT sessions, and at a six-month follow-up (T3). The survey investigated parental autonomy support, structure, affiliation, and behavioral strategies, and children's digital device-related problem behaviors.

Results: Parents and children in the SDT-PT group reported an increase in their perceptions of parental structure and affiliation, and a decrease in behavioral issues both at T2 and T3; parents also reported higher values of autonomy support at T2 and T3. Compared with parents attending the BT-PT, those in the SDT-PT group reported higher perceptions of autonomy support, parental structure, and parental affiliation at T3.

Conclusion: This preliminary study offers relevant insights for planning SDT interventions aimed at supporting an optimal parenting in the specific area of children digital education, and triggers a series of considerations related to the sustainability of psychological interventions.

Evidence of Satiation of Subjective Well-being on Income at the Aggregate Level in European Countries

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The well-known Easterlin Paradox concerns the relationship between subjective well-being (SWB) and income at the cross-sectional level at a given point in time. The question of whether there is a saturation point beyond which more income no longer contributes to increasing SWB puzzles researchers. Despite extensive research, no conclusive evidence supporting the existence of a saturation point at the cross-sectional level has been identified in the literature. Contrary to the prevailing understanding, the findings of this study indicate the presence of saturation points for SWB. Specifically, for European countries, both life satisfaction and happiness—two facets of subjective well-being—exhibit no further increase beyond 30,000 € in equalized disposable household income (EDHI), observed in both 2013 and 2018. It is crucial to note that the evidence of satiation in SWB is contingent upon the type of income (GDP per capita vs. EDHI) and the dataset employed (EU-SILC vs. EVS/WVS). This underscores the distinction between policies explicitly focused on enhancing SWB and those emphasizing economic growth, particularly for countries that have surpassed the saturation point.

Evolution of trauma and social sharing of emotions among Ukrainians refugees

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Background: In December 2023, the UNHCR counted nearly six million Ukrainian refugees worldwide (UNHCR, 2023). Many of them are suffering from trauma because of their experience of war or exile (Bouchard et al., 2022).

Aims: We tested the role of emotions, evolution of social sharing of emotions (SSE) and trauma, among Ukrainian refugees. We expect the level of SSE to increase over time, in inverse proportion to the level of trauma. We also predict there are specific emotions related to war trauma.

Method: A longitudinal cohort study took place from December 2022 to December 2023. 200 participants were assessed at baseline (T1), three months later (T2) and six months later (T3). The study included seven questionnaires: (1) socio-demographic questionnaire (2) SSE questionnaire (3) PCL-5 (4) emotions questionnaire (5) PDEQ (6) PANAS (7) TEQ.

Results: The results showed a high rate of sharing, with a downward trend in the level of trauma over time. Traumatic distress scores were, however, high throughout the study period, with 15% dissociated at T1. The results indicated a history of post-traumatic stress symptoms which were significantly associated with higher distress scores at baseline. We showed a general distress dimension for 83% of participants, summarizing a variety of negative states. The emotions linked to war trauma were

mainly fear and sadness. We carried out scientific validation of the questionnaire created on the specific emotions linked to war.
Conclusion: The results of this study could provide definite added value in the social treatment of trauma, among Ukrainian refugees, and among all trauma victims in general

Examining the heterogeneity of the experience of meaning in life among late adolescents and the role of resilience: A Latent Profile Analysis

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Possessing resilience skills is commonly assumed to be an essential personal resource for navigating challenging and traumatic situations (e.g., Southwick et al., 2014; Ungar, 2011). Moreover, the process of meaning-making (i.e., the process of searching and finding meaning in life; Steger et al., 2006) is acknowledged as pivotal when young people confront demanding and stressful circumstances (Brassai et al., 2011; Dulaney et al., 2018; Krok, 2015). However, the theoretical framework positing an association between resilience and a heightened inclination to engage in a functional meaning-making process remains scant in empirical exploration. The study presents an application of Latent Profile Analysis to sustain the existence of different profiles of meaning-making within the adolescent population, and to investigate the role of resilience in predicting profiles' belongingness. 943 Italian adolescents (52% females) within their last year of high-school were clustered into two adaptive profiles, highly-engaged (59%, high presence, average search) and balanced (33%, average presence and search), and two maladaptive profiles, frustrated (4% average presence, high search) and disengaged (5%, low presence and search). A multinomial logistic regression revealed that adolescents with robust resilience skills were more likely to show adaptive profiles, and less likely to fall into the disengaged group, suggesting that individuals with higher resilience are more prone to engage in search for meaning even when they perceive a lack of presence of meaning. Findings contribute to a nuanced understanding of meaning-making, calling the development of personalized interventions to foster adolescents' ability to navigate life challenges.

Expanding application of positive education to nonformal education settings through Training nonformal education Teachers.

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Background: Positive education is being increasingly applied in schools, in an attempt to foster students' and staff's well-being. However, much less is known about application of positive education principles and practices in non-formal education (NFE). Given its importance to children and youth and its flexible and social nature, NFE may provide a particularly suitable setting for the application of positive education. We sought to fulfill this gap, by providing and studying a positive education training to NFE teachers.

Aims: Our primary goal was to examine the perceived relevance and impact of positive education training for NFE teachers - on their well-being, and their motivation and efforts to integrate positive education into their systems.

Methods: Qualitative data were collected from 18 teachers who voluntarily participated in a nine-session positive education training, using multiple methods. Main themes and subthemes were identified through inductive thematic analysis.

Results: Findings showed that positive-education training enhanced NFE teachers' well-being through heightened positivity, self-awareness, self-care, self-efficacy and a sense of professional meaning. The training motivated teachers to bring positive education to students and provided them with tools and practices to do so. Nonformal settings were viewed as a highly suitable context for cultivating positive education for children yet requiring adaptations.

Conclusions: Integrating positive education training into NFE teacher development training can help expanding application of positive education to NFE settings, contributing to children's and educators' wellbeing. Training should focus on both teachers' well-being and on educational practices that enhance well-being in the children and identifying context-specific practices.

Exploration of Mental health and flourishing in youth through a new measure of Grit

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Duckworth et al. (2007) described grit as comprising of two factors; passion and perseverance. Vellerand (2003) proposed two types of passion i.e. obsessive and harmonious passion; and the theory of character strengths (perseverance is one of them) differentiates between over, under, and optimal use of character strengths (Niemić, 2018) and relates optimal use to positive outcomes. Considering this theoretical premise, we developed a scale of grit that includes both types of passion and three levels of perseverance. We proposed that mental health and flourishing will differentially associate with different dimensions of grit. The relationship between grit, achievement goal orientations, goal adjustment and flourishing was explored on a sample of 194 young adults, while controlling for intelligence, self-efficacy and GPA/percentage. Correlation analysis revealed many associations between main study variables in the proposed direction. As hypothesized, harmonious passion and optimal use of perseverance positively predicted flourishing, underuse of perseverance didn't while overuse and obsessive passion negatively predicted flourishing. Goal adjustment and achievement goal orientation mediated some of the relationships between grit and flourishing. On another sample of 110 young adults, mental health was assessed using Mental Health Consortium Scale. The dimensions of grit differentially predicted mental health, as hypothesized. The study has important implications for research and practice related to young adult students mental health and flourishing in general as well as in the context of education.

Exploring the Benefits of Hiring Individuals with Disabilities in the Workplace

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This qualitative study examined the impact of hiring people with intellectual disabilities (ID). The research questions were: What defines a disability? What accommodations are needed to ensure the success of a person with a disability? As a

leader, what benefits do people with intellectual disabilities bring to the organization? What are the benefits of hiring people with intellectual disabilities in retail organizations? Moreover, how might people with intellectual disabilities contribute to the organizational culture of retail organizations? A narrative strength approach was used as a theoretical framework to guide the discussion and uncover the benefits of hiring individuals with intellectual disabilities in various retail organizations. Using 15 qualitative interviews, the following themes emerged: diversity and inclusion, accommodations, organizational culture, motivation, and customer service. These findings put to rest some negative stereotypes and perceptions of persons with ID as being unemployable or unable to perform tasks when employed, showing instead that persons with ID can work efficiently when given necessary work accommodations and support in an enabling organizational culture.

Exploring the Interplay Between Personality Dynamics and Well-Being: A Study of Extraversion and Emotional Valence

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The recent emergence of continuous-time dynamic modeling represents a significant advance in the way time is conceptualized in research by treating it as a continuous variable. This approach allows for a detailed examination of the evolving cross-lagged relationships between changes in momentary expressions of personality—referred to as personality states—and well-being over increasing time intervals, conditional on all other modeled effects. Using a one-week experience sampling method (ESM) via a mobile app, we collected 4,694 self-reports of momentary emotional valence, state extraversion, and trait extraversion from 185 emerging adults. Results indicated that increases in emotional valence predicted subsequent increases in state extraversion, with the effect being stronger for those higher in trait extraversion. On the other hand, increases in state extraversion predicted subsequent decreases in emotional valence, regardless of individuals' levels of trait extraversion. This unexpected finding may be due to the potential for extraverted behaviors to lead to overstimulation or fatigue, particularly in demanding social contexts, culminating in a transient decrease in positive valence. These dynamics underscore the nuanced relationship between personality expressions and affective states and invite further exploration of individual coping mechanisms and regulatory strategies in the face of fluctuating emotional experiences.

Exploring the Wellbeing of Chinese Older Adults: A Systematic Review

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Background: Population ageing is a global phenomenon. Researchers and policymakers have increasingly focused on investigating and supporting wellbeing in older adulthood in different populations. The current project focuses on Chinese older adults. Researchers have inconsistently conceptualised and investigated the wellbeing of Chinese older adults resulting in mixed findings. There has not been a broad review of existing literature on this topic.

Aims: We aim to conduct a mixed-methods systematic review to explore what is known in the current literature about how Chinese older adults conceptualise, experience, and promote wellbeing.

Method: We systematically searched six databases: ProQuest, ProQuest Dissertation and Theses Global, PsycINFO, Web of Science, Scopus, and EBSCOhost. We conducted screening, data extraction and synthesis. Quantitative, qualitative, and mixed-methods studies were included.

Results: Our review identified over 800 studies. Findings supported the multidimensionality of wellbeing. Key themes aligned with common dimensions of wellbeing (e.g., physical, psychological, social, and spiritual). In addition, several themes were identified specific to Chinese older adults, such as cultural value of filial piety, differences between rural and urban contexts (Hukou system), intergenerational support and relationships, and financial security.

Conclusion: This review presents a consolidated view of current knowledge on Chinese older adults' wellbeing, which raise interesting implications for future research and practice. Findings potentially inform the development and implementation of wellbeing programs that are population-specific and contextually-sensitive.

Factors associated with experiencing flow in fulfilling and enjoyable situations in Japanese undergraduates

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The Japanese frequently report 'Jujitsu-kan' (a Japanese word for a fulfilling and rewarding feeling) when they talk about their psychological well-being or satisfaction with their lives. Jujitsu-kan is associated with eudaimonic feeling (Kawabata & Asakawa, 2021), and Jujitsu-kan is positively related to flow experience (Asakawa, 2004). To promote the positive feeling and experience, the present study aimed to investigate what factors are associated with flow experience in fulfilling and enjoyable activities. A sample of 240 Japanese undergraduates (53.8% women; Mage = 20.0, SD = 1.6) participated in this study. Participants were asked to identify a situation from their daily life in which they most frequently feel Jujitsu-kan and another in which they feel enjoyment most often. Subsequently, participants completed a questionnaire regarding each situation (e.g., levels of perceived difficulty, effort, importance, ability, confidence, and flow experience). Around half of participants (n = 129, 53.8%) considered the two constructs as identical (Group 1), whereas the other half (n = 111, 46.2%) viewed them as different (Group 2). A multiple regression analysis was conducted separately for Group 1 and Group 2 in each situation. For Group 1, perceived ability and importance of the activity were significant predictors of experiencing flow in the enjoyable situation, whereas confidence was the sole significant predictor in the Jujitsu-kan situation. For Group 2, confidence was the sole significant predictor in both situations. These results revealed that perceived confidence is critical for the Japanese undergraduates to experience flow in the situation where they feel Jujitsu-kan.

Factors associated with happiness and wellbeing in Austrian and German adolescents

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Background: Data show adolescent mental health has declined in recent years and young people now typically show worse

mental health than other age groups. This is likely due to increased uncertainty and loss of opportunities (e.g. due to the pandemic and climate change).

Aims: We aimed to analyse which factors can promote mental wellbeing and happiness in this age group.

Methods: Adolescents of 14-19 years were recruited in Germany and Austria and completed standardised questionnaires to measure mental wellbeing (WHO5, Cantrill ladder). Furthermore smartphone use and physical activity were objectively measured via an app and a Fitbit tracker respectively for a period of two weeks. Linear regression models were run to analyse which factors influence wellbeing and happiness.

Results: Mean wellbeing was 42.6 (from 100) and mean happiness was 6.3/10. As amount of sport, self-reported satisfaction with smartphone use, sleep quality and age increased, so did wellbeing (all $p < 0.05$). There was no effect of self-reported social media use, gender, smartphone addiction or daily amount of smartphone use. Happiness was higher in those with better sleep quality and higher self-reported satisfaction with smartphone use (all $p < 0.01$).

Conclusion: Sleep and satisfaction with one's own smartphone use are important for both happiness and wellbeing in teenagers. Wellbeing was additionally higher in those doing more sport and older adolescents. This data will be used in interventions to promote mental health and wellbeing in adolescents.

Factors influencing the effectiveness of Positive Psychology Interventions: A systematic Review

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Background: Positive Psychology Interventions (PPIs) have been developed and empirically tested to improve wellbeing. However, over the last decade, empirical research indicated they had a limited impact on wellbeing, did not pass the test of time and could have adverse outcomes.

Aims: To systematically review the empirical research exploring factors that influence the effectiveness of Positive Psychology Interventions.

Method: From the initial 256 papers, 48 papers were selected for this narrative review. Using Rayyan software, two reviewers selected the final papers.

Results: Four types of factors have emerged. Firstly, contextual factors, such as culture or affiliation. Secondly, PPI design factors include the nature of practice or person-fit activity. Thirdly, subjective factors, such as participants' effort-making or their preferences. Fourthly, individual factors, such as participants' personality or demographics.

Conclusion: The findings from this review will inform the methods of future PPI practice. They will be discussed in the context of existing models and recommend changes that need to be considered in applying PPIs.

This systematic review was funded by Enterprise Ireland

Finland – Eudaimonia of the North? Unravelling the Blueprint for a Good Society Through Societal, Cultural, and Psychological Lense

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This abstract explores societal, cultural, and psychological perspectives to understand the blueprint of a Good Society (GS), with a particular focus on Finland, ranked as the "Happiest Nation" for the 6th time by the Gallup World Poll.

The discussion is founded on understanding Nordic exceptionalism as defined by Martela et al. (2020) and in the advancements of the third wave of positive psychology (PP), proposing a shift towards a more complex, holistic, and inclusive approach with a broader spectrum of societal, cultural, and environmental perspectives addressed.

The presentation focuses on the concept of societal well-being and argues for expanding the scope of PP to encompass the broader collective well-being of societies and an eco-social policy perspective proposed by Helne & Hirvilammi (2014). It emphasizes the role of virtues in creating a sustainable global future for the planet.

The methodology combines theoretical analysis with empirical research. A key innovation introduced is the 'Good Society Scale,' developed by the author to measure societal virtues. This scale is complemented by a comprehensive analysis of Finland's societal well-being. The Finnish case exemplifies progress towards a harmonious, equitable society characterised by high life satisfaction, well-functioning liberal democracy and stable institutions.

The presentation posits that the key to understanding societal well-being lies in understanding and fostering societal virtues. Including a discussion on societal wellbeing is vital for tackling global challenges and promoting a more inclusive, just, and sustainable life for everyone on the planet. A new Positive Social Science perspective could tackle these issues.

Flourishing in old age – opportunities for sustainable age and ageing

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¹Private Practice

People in the 60-plus age group are more heterogeneous than those in younger age groups. Many over-60s still have a wide range of resources and numerous potentials that they can consciously use for successful and positive ageing and thus a promising stage of life. The associated challenges and opportunities range from practicing mindfulness and learning to perceive positive changes, challenges and strengths as well as problematic situations in ageing - and how to deal with them - to opportunities to get involved in regional or international initiatives in which older people can contribute their lifelong experience and expertise. They blossom again and again with the help of the background they have created, their valuable and sought-after life experience, and their developed competence and vitality. And this is significant individually, socially and globally. The lifelong skills developed by older people are maintained and trained in a meaningful way by being specifically challenged, which consequently benefits both the older person in question and the people in the community who receive help, support and advice. The associated findings and initiatives for the common good are urgently needed both regionally and internationally. In this context, concrete considerations in the sense of helpful impulses and practical possibilities are briefly presented as examples based on "Sustainable Age and Ageing – An Interdisciplinary Theoretical Model of Successful Age and Ageing" (Bahr, 2014). This positive approach to ageing therefore benefits the individual as well as society and global coexistence in line with the United Nations SDGs.

Flow in Nature? Exploring environments for optimal experiences

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Background: Given flow's beneficial consequences, many studies have examined how flow experiences can be supported. However, much of this work focuses on individual difference factors or specific contexts such as work or school. There has not been a systematic examination of how features of the physical environment impact, and are shaped by, flow.

Aims: This research starts to examine the nature of the relationship between flow and physical environments. It seeks to determine whether there are specific environments or environmental features that commonly support flow.

Method: Three studies were conducted to achieve the project *Aims*: Firstly, a systematic scoping review mapped the existing knowledge of flow and physical environments. Secondly, an international survey presented participants with descriptions of flow and asked to openly report the environments in which they had similar experiences. Thirdly, art workshops gave participants the opportunity to create an artwork displaying one of their flow environments.

Findings: A variety of environmental features have been linked to flow experiences, although experimental evidence is lacking. Interestingly, those environments that receive the most attention in academic literature (e.g., nature) are not always those most frequently reported by survey participants. People's relationship with an environment (e.g., familiarity, place attachment) may be just as important for supporting flow as the objective environmental features.

Conclusions: This work highlights the emerging themes and research gaps for understanding interrelations between flow and physical environments, expanding a body of work that will ultimately support the development of guidelines for designing environments for optimal experiences.

Flow in Recreational Doubles Pickleball: A Meaningful Source of Enjoyment for Adults over 50

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Background: Flow research focusing on recreational athletes has increased significantly since Csikszentmihalyi's (1975) investigation into flow among rock climbers. Pickleball, described as a combination of tennis, badminton, and ping-pong, is one of the world's fastest-growing recreational sports; however, no research has examined flow among recreational pickleball players.

Aims: The study compared recreational doubles pickleball players' experience on the nine dimensions of flow to that of comparison groups reported in Jackson, et al. (2010).

Method: A sample of recreational doubles pickleball players age 50 and over (N=231; 52% female) completed the Long Dispositional Flow Scale-Physical (DFS-2) (Jackson et al., 2010), a self-report measure of the dimensions of flow relative to an activity in general, rather than of any specific moment or event.

Results: Mean scores on the nine dimensions were compared to scores in five samples reported by Jackson et al. (2010): physical activity, sport, exercise, yoga, and performing arts. Composite mean scores (mean average for the 9 dimensions) were higher for the pickleball sample than the composite scores for all of the five comparison samples ($p < .001$). Pickleball scores were particularly strong for challenge/skill balance, unambiguous feedback, and concentration. Of the five samples, yoga compared most favorably to pickleball.

Conclusion: Pickleball was played by an estimated 4.8 million people in 2021, a 40% increase since 2019 (Sports & Fitness Industry, 2022). A meaningful source of enjoyment for older adults, doubles recreational pickleball provides flow researchers a vibrant arena for defining "high flow" activities and the neurophysical, social, and emotional benefits for adults.

Friendship Quality and Life Satisfaction: A Three-Wave Longitudinal Study

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Background: Previous literature indicates that positive friendship quality is positively related to children's life satisfaction, however, limited studies longitudinally explored this relation.

Aims: This study aimed to examine the relations between children's friendship quality and their life satisfaction using a longitudinal design. We expected that positive friendship quality would prospectively predict higher levels of life satisfaction, whereas positive friendship quality would lead to lower levels of life satisfaction. Moreover, we explored whether children's life satisfaction might impact the way they perceive their friendships over time.

Method: A sample of 431 middle-school students (50.3% boys; Mage = 11.59) completed scales assessing friendship qualities and life satisfaction on three occasions, spaced six months apart (i.e., in the first and second semester of the 5th grade and in the first semester of the 6th grade).

Results: Cross-lagged panel analyses revealed that children's life satisfaction at T1 and T2 predicted increased levels of positive friendship and low levels of negative friendship quality at T2 and T3, respectively. Positive friendship, but not negative friendship quality, at T2 predicted greater life satisfaction at T3.

Conclusion: These findings suggest that high quality friendships might have a beneficial impact on life satisfaction, but that this role becomes more pronounced as children grow older. Our study advances previous literature by showing that children's life satisfaction can also have a positive effect on their friendships, potentially because children who are satisfied with their lives are more approachable and attractive as friends.

Friendships of Mutual Accountability: The foundational role of relationships in character development within higher education

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The Program for Leadership and Character at Wake Forest University provides programming for undergraduate students to develop their character and leadership. Throughout the programming, we implement the seven strategies of virtue development: (1) habituation through practice, (2) reflection on personal experience, (3) engagement with virtuous exemplars, (4) dialogue that increases virtue literacy, (5) awareness of situational variables, (6) moral reminders, and (7) friendships of mutual accountability (Lamb et al., 2021).

Our scholarship program engages a cohort of 10 undergraduates across their four years of study in a rigorous character development curriculum through mentoring, coursework, community engagement, and cohort experiences exploring four respective themes: Identity and Community, Leadership and Service, Vocation and Values, Character and Competence.

The results of qualitative analysis from focus groups and anonymous surveys from our scholars will be presented. Twenty participants provided data at either their end of program assessment or the mid-program assessment. Data was analyzed using thematic analysis.

Data provided evidence for the impact of all seven strategies. The most prominent theme was the role of relationships. Firstly, the relationships with their peers which created a sense of community; and secondly, the relationships with the leadership team which were fundamental to their development. Specific ways in which these relationships supported character development will be presented.

The results from our scholarship program emphasize the importance of two of the seven strategies of virtue development: "Friendships of mutual accountability" and "Engagement with virtuous exemplars", demonstrating how character development takes place in community, rather than isolation.

From Commitment to Relationship Flourishing: A Brief Journey through Generativity in Couple Relationships

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Background: Committed romantic relationships are among the most important relationships in adults' lives, with very significant implications for well-being. Above marital status, relationship quality is still a better predictor of health and happiness. Consequently, research has sought to deepen understanding regarding factors which can facilitate human flourishing at both individual and couple levels. Beyond more studied dimensions as intimacy and commitment, the last decade has highlighted the relevance of generativity in marital functioning, reflecting the couple's ability to decentre and seek the care of others (family, friends, community). When considering relationship flourishing, it expands the domain of eudaimonic well-being to include its relational manifestations.

Aims: Analyze whether commitment can increase couple relationship flourishing by fostering a more generative relationship.

Method: This quantitative and cross-sectional study collected data using self-report questionnaires (Relationship Flourishing, Personal Commitment and Couple Generativity Scales) among a convenience sample of 406 married/cohabiting adults aged 22-77.

Results: Commitment was found to be a predictor of relational flourishing ($\beta=.65$, $p<.001$); it continued to be a predictor, although weaker, when generativity was included as a mediator ($\beta=.45$, $p<.001$). Around 30 per cent of the effect of commitment on relationship flourishing is mediated by generativity.

Conclusion: This study can contribute to what Fincham and Beach have called positive relationship science. They highlighted important relationship processes such as commitment, trust, and -we add- generativity, that may "combine to give partners in a flourishing relationship a sense of meaning and purpose in life". These processes should thus promote relationships that are not just satisfying but flourishing.

From Gratitude to Sustainability: Unpacking Product Value for Conscious Consumption

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Extant positive psychology research has established the beneficial impact of gratitude on health and wellbeing. However, its effect on sustainable behavior remains understudied. Our work investigates the influence of gratitude on sustainable behavior intentions for utilitarian and hedonic products, as well as the mediating role of increased perceived value in terms of functional, emotional, and social dimensions. We hypothesize that increasing the gratitude felt towards a possession, using a simple intervention, increases sustainable behavior intentions, in terms of prolonging its use and taking better care of the item, via the increased perceptions of functional, emotional and social value of the product.

The results of two experimental studies (N = 225) which use the same product with a hedonic and a utilitarian frame, indicate that gratitude increases consumers' sustainability intentions, due to the increased perceived functional value of the product. Specifically, increasing the gratitude felt towards a utilitarian-framed item increases intentions to prolong its use. For a hedonic-framed item, it increases intentions for better care.

The results shed light on the relationship between gratitude and sustainable behavior and its mediating factors. Understanding the interplay between gratitude, sustainable behaviors, and their mediating factors offers valuable insights for businesses, scholars, and policymakers aiming to promote more sustainable consumption patterns that contribute to societal well-being and flourishing. These insights are helpful for designing positive psychology-based interventions and communications to encourage environmentally conscious consumer actions.

From 'ego' to 'Self': a randomized controlled intervention study on the cultivation of Confucian ideal personality traits (Junzi personality) based on traditional Chinese culture

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Objective: Traditional Chinese culture emphasizes the cultivation of human virtues, advocating for the development of the 'Junzi' personality as a foundational life principle. This concept resembles key aspects of positive psychology, focusing on enhancing positive experiences, fostering virtues, and building positive social environments. To promote the integration of traditional Chinese cultural elements with modern positive psychology, this study aims to develop a systematic intervention to effectively cultivate the 'Junzi' personality, facilitating the transition from 'Ego' to 'Self' among Chinese university students.

Method: A 28-day intervention was conducted, incorporating dual components: 'knowledge' (daily recitation of classical wisdom related to 'Junzi') and 'action' (completion of daily tasks promoting virtue). 229 university students (Mage = 18.26, SD = 1.19; 56.8% female) participated, being randomly assigned to the intervention or a waitlist control group. Self-rated questionnaires of 'Junzi' personality, Peace of Mind Scale, MHC-SF, PHQ-9, and GAD-7 were used.

Results: The experimental group exhibited significant increases in 'Junzi' personality, peace of mind, and emotional, psychological, and social well-being, controlled for age and gender, compared to the control group. Anxiety levels remained stable in the intervention group but increased in the control group. No significant changes were observed in depression. Mediation

analysis indicated that improvements in well-being and anxiety were partially mediated by the post-test score (T1) of 'Junzi' personality.

Conclusion: "These findings demonstrate the significance of combining traditional Chinese culture and modern positive psychology for virtue development and well-being enhancement in Chinese university students during their transition period. Confucian ideal personality traits; Positive Psychology Intervention; Cross-Cultural Well-being

Gratitude prospectively predicts workplace well-being through the mediation of need satisfaction: Evidence from three longitudinal studies

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The study of the link between gratitude and well-being at work is very limited: Research is mostly cross-sectional and the mediators are underexplored. Aiming to extend previous studies, first, I theorized that gratitude predicts job well-being longitudinally. Additionally, drawing on Self-determination theory (SDT), I theorize that the satisfaction of the needs for autonomy, competence and relatedness (BPNS) mediates the mentioned link. Thus, I conducted three three-wave longitudinal studies with one (N = 725), three (N = 1841), and six (N = 2045) months between each wave respectively. Consistently, all studies supported the hypotheses: Gratitude predicts longitudinally well-being at work through the mediation of BPNS. More specifically, Gratitude at T1 prospectively predicts higher BPNS at T2, which in turn prospectively predicts higher engagement and job satisfaction, as well as lower burnout, job insecurity and turnover intentions at T3. Key implications for gratitude and SDT research are discussed.

Hindering or Helping? User Preferences for Features of Recorded Mindfulness Practice

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Background: Despite its numerous benefits, practicing mindfulness involves certain challenges.

Aims: The aim of the study was investigation of the impact of various characteristics of recorded mindfulness practice instructions on recipients' evaluations, focusing on elements that may evoke negative reactions and hinder mindfulness practice.

Method: A total of 138 participants evaluated 24 recordings of mindfulness practice excerpts. The recordings differed in terms of the speaker's gender, the form and pace of the message, the presence of whispering, and the number of artifacts. Respondents rated each recording using a scale and provided open-ended responses about their subjective perception of the recordings. The study employed hierarchical multilevel modeling to analyze the collected data.

Results: The results indicated that recipient gender did not influence preferences for male or female-voiced recordings. However, properties such as form, pace, whispering, and artifacts did affect evaluations. Least favored instruction elements included plural pronouns, slow pacing, primarily whispered speech, and a high number of artifacts. Some differences in evaluations were observed between female and male recording conditions. Additionally, qualitative data revealed participants' subjective reactions to recordings with varying characteristics, and the study identified the most favorable characteristics of the recordings.

Conclusions: The study results identified which qualities of recorded mindfulness instructions are least preferred and may present obstacles to initiating or continuing the practice. Therefore, this study may help create more optimal instructions and improve the design of apps and platforms offering mindfulness practice recordings, enhancing the quality and accessibility of practice for a broader audience.

Hope for the best or prepare for the worst? Calm perseverance, not vigilant monitoring, contributes to adolescent life satisfaction

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Background: Adolescence is a developmental phase of transition, self-discovery and emerging independence. During this time, pursuing and making progress toward one's personal goals is important for life satisfaction. Employment of self-regulatory strategies through which individuals achieve their goals may be beneficial for well-being through their positive effect on goal progress. We compared the proactive self-regulatory strategy of vigilant monitoring ('prepare for the worst' by planning, monitoring opportunities to realize goals and shield them from obstacles) with the more laid-back strategy of calm perseverance ('hope for the best' and steadily working towards goals at a slower pace). These are newly developed categories.

Aims: We tested which strategy would promote life satisfaction in adolescence more and whether employing the strategies would hinge on perceptions of goal importance and attainability.

Method: A diverse sample of Dutch adolescents (aged 16 years at the start of the study) participated in the longitudinal Ten Years Up cohort. Data was collected every three months via an app. We used multilevel regression analysis to analyze data from 882 participants from the first seven waves of data collection (2394 observations), collected within two years.

Results: We found support that calm perseverance was the sole significant predictor of life satisfaction regardless of goal perceptions. It

was supported by perceiving one's goals as attainable. Vigilant monitoring only contributed indirectly to life satisfaction through its positive effects on calm perseverance.

Conclusion: Our findings suggest that using a calm perseverance strategy to work towards goals is an important contributor to adolescent life satisfaction.

How Cross-Domain Social Support Leads to Work-Life Balance: A Longitudinal Boundary Theory Perspective

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Background: Social support is a crucial element for an individual's psychological well-being and it can be found in different life domains (e.g., work, family). Receiving social support from either work, through colleagues or supervisors, or family members can enhance work-life balance (Jolly et al., 2021; Vaziri et al., 2022), but the mechanisms allowing this effect are not yet known.

Aims: Drawing from boundary theory (Ashforth et al., 2000), we posit that boundary control—the psychological interpretation of perceived control over the boundaries between one’s work and personal life (Kossek et al., 2012)—will mediate the relationships between cross-domain social support from supervisors, colleagues, and family members and work-life balance.

Method: A total of 333 Canadian workers living with at least one family member completed a self-reported electronic questionnaire on three occasions, two months apart each.

Results: Structural equation modeling analyses showed that boundary control at T2 significantly mediated the relationship between social support from supervisors (indirect effect = .059, 95% CI [.000, .135]) and from family members (indirect effect = .106, 95% CI [.049, .183]) at T1 and work-life balance at T3, while social support from colleagues at T1 only presented a direct relationship with work-life balance at T3 ($\beta = .192$, 95% CI [.013, .364]).

Conclusion: Supervisors and family members thus seem to be more instrumental than colleagues in how workers manage the boundaries between their work and personal lives. Further implications for the positive work-family literature will be discussed. Social support, Work-family balance, Boundary control

How do sports people conceptualise mental toughness?

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Mental toughness (MT) has yet to be systematically compared among elite athletes. Key distinctions include individual resilience and team dynamics. The research included N=28 athletes from sports such as rugby (team sport) and mixed martial arts (MMA) (individual sport). By examining these differences, the research aims to provide a comprehensive understanding of MT across different sports contexts. Using the Repertory Grid Technique and Multidimensional Scaling (MDS), personal constructs of MT were examined. Analysis revealed distinct themes such as perseverance, resilience, determination, composure, and integrity in individual athletes, contrasting with commitment, leadership qualities, and vulnerability in team sports participants. Athletes also described strategies for developing and maintaining MT, crucial for performance in high-pressure environments. The study highlights MT’s multidimensional nature and suggests expanding existing models to include interpersonal and emotional dimensions. Results enable the development of a richer instrument for measuring MT, aiming to enhance diagnostic and interventional strategies.

How do we intervene in young people’s mental health?: Lessons from 7 years of intervention delivery

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Background: A brief, multi-component PPI, the Hummingbird Project, delivered by current university students in Psychology, which educates secondary school students in a variety of Positive Psychology concepts, has been shown to improve in mental health in young people. Recent developments have led to a range of new interventions and models in this area.

Aims: This presentation aims to show some of the advances in intervention in young people’s mental health that have been made in recent years.

Method: The Hummingbird Project has educated secondary school students (n = 3,372) on a range of concepts from Positive Psychology, leading to advances in school-based mental health intervention such as HAPI Schools and the P3p model. The HAPI Schools tool can be used by educators to evaluate the usefulness of mental health interventions offered by outside agencies. The P3p model demonstrates factors that should be considered when intervening in young people’s mental health.

Results: The Hummingbird Project has led to improvements in young people’s; well-being (World Health Organization Well-Being Index (WHO- 5)), hope (Children’s Hope Scale (CHS)), and symptoms of mental distress (Young Person’s Clinical Outcomes in Routine Evaluation (YP-CORE)). HAPI Schools and the P3p model elucidate the processes via which these improvements might be explained.

Conclusion: These results show that a brief, multicomponent, PPI, delivered by non-specialist staff, can improve mental health outcomes in secondary school settings. Attendees of this presentation should leave with a clearer understanding of how they can implement similar improvements in young people.

How does different travel modes affect subjective wellbeing?

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Background: The present study analyses travel satisfaction among people living in two Swedish cities, Gothenburg and Malmö (N = 501). Studying travel satisfaction is important in order to improve subjective well-being and to achieve more sustainable travel behaviors.

Aims: The aim is to compare travel satisfaction among people that primarily are using car, public transportation, and cycle, respectively. Regarding car use, the study aims also to distinguish travel satisfaction among car owners and car sharers.

Method: Travel satisfaction was measured through the satisfaction with travel scale (STS), which include three semantic differential scales. (1) Cognitive evaluation, with end-points “work very poorly, very low standard, worst imaginable” and “work very well, very high standard, best imaginable”. (2) Positive activation-negative deactivation, with the end-points “very bored/fed-up/tired” and “very enthusiastic/engaged/alert”. (3) Positive deactivation – negative activation, with the end-points “very stressed/worried/hurried” and “very calm/confident/relaxed”.

Results: The analyses resulted in two key-findings. Firstly, people using public transportation have a lower cognitive evaluation of their

everyday travels, compared to car users. Secondly, cyclers are more positive activated than people using public transportations. **Conclusion:** If people in general change from public transportation toward cycling, they will feel more enthusiastic, engaged and alert, and less bored, fed-up, and tired. If people change from public transportation to car use they will evaluate their travel better. However, this positive evaluation of car use seems to be related to car owning, not car sharing.

How Does Local Nature Promote Subjective Wellbeing? The roles of Physical Activity and Place-belongingness as Mediators

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Background: Relationships between nature and subjective wellbeing (SWB) are complex, and knowledge gaps exist. Although mediators like physical activity (PA) are well-known, other pathways characterised by building capacities with potential mediators like place-belongingness (PB) remain understudied.

Aims: We aimed to test three hypotheses. First, PA and PB mediate the SWB benefits of living near outdoor spaces (parks and hiking areas). Second, the PA and PB pathways are intertwined. Third, these pathways differ according to the type of outdoor space.

Method: We analysed data from 35,021 respondents from two consecutive waves (2020–2021) of nation-wide quality-of-life surveys in Norway. Path analysis and maximum likelihood were used to estimate the model parameters. Socio-demographic characteristics were used to control the analyses.

Results: PA and PB mediate the SWB benefits of outdoor spaces ($p < .001$), with PB being a stronger pathway ($\beta = .06$ vs. $.01$). Modelling a PA-PB correlation ($.09, p < .001$) improved model fit ($\chi^2[5] = 13.05, p = .023, CFI = 1, TLI = .996, RMSEA (90\% CI) = .007 (.002, .012), SRMR = .002$). Only the effects of parks were partially mediated by PA and PB, and their total effect was the largest ($\beta = .09$ vs. $.03$).

Conclusion: PA and PB are intertwined mediators of the SWB benefits of living close to nature, with effects varying by outdoor space type. These findings advance our understanding of the complex ways in which natural environments promote SWB at large, with implications for urban planning, public health work, and future research.

How does social support shape relationship between career calling and wellbeing?

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Background: Career calling has received significant attention in the last decade, showing an association between calling and wellbeing. However, there is scarce work that has contextualized these concepts within the individual's immediate environment. This paper explored the role of social support in the relationship between career calling and wellbeing.

Methods: This is a correlational study based on a survey from a sample of 96 Turkish immigrant women living in the UK. Regression and mediation analyses were used to examine the associations between career calling, social support and wellbeing.

Results: Results showed that both presence and search dimensions of career calling, and social support from a special person, family and friends had significant associations with PERMA wellbeing. Path analysis showed some indirect effects in this relationship, such that support from family and friends predicted higher levels of wellbeing via the mediational role of search for a calling for immigrant women.

Discussions: Findings add insight to indirect ways of the relations between career calling, support and wellbeing showing the importance of social support for immigrant women.

Conclusions: The implications of the results underlined considering career calling and wellbeing within the wider social context of the individuals. Especially in a time when uncertainties and anxieties are on the rise, career calling can help people live a better life, and a contextual positive psychology perspective can contribute to a better understanding of how different groups of people experience career calling.

How Parents Mediate Cultural Influences on Flow in Schools

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Background: The phenomenon of flow—the full involvement enjoyable activities—has been recognized and described in similar phenomenological terms in every culture where it has been studied – suggesting a survival advantage of flow rooted in the theory of psychological selection (e.g., Delle Fave et al., 2011). On the other hand, research has also shown that the pathways to experiencing it are susceptible to cultural influences (e.g., Csikszentmihalyi & Asakawa, 2016).

Aims: In this study, we present original interview studies of Chinese and European American school children and their parents finding distinctive differences in their perceptions and dispositions in pathways to enjoyment in school learning, serving to mediate the tendency for children in Eastern cultures to experience flow more frequently in schoolwork than those from Western cultures (Delle Fave et al., 2011). *Method:* The primary method of the interview studies is an in-depth discourse analysis based on qualitative coding demonstrating acceptable reliability.

Results: European American parents frequently believed that learning becomes enjoyable based on children's unique interests in external activities, best supported through play, sports, and hobbies (contexts in which these children most frequently experience flow). In contrast, Chinese parents tended to believe that persistence in school study was a virtue helping children to overcome the inherent challenges, a process that makes learning enjoyable.

Conclusion: The study demonstrated how the prevailing ethnotheory of parents from China cultivates the tendency for their children to psychologically select and focus on academic activities compared to their Western counterparts, experiencing flow more frequently in schoolwork.

How to cultivate the true self to promote the well-being and mental health of adolescents and students in higher education? Results of a scoping review

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Background: Approximately 14% of adolescents and emerging adults worldwide live with a mental health disorder. For higher education students, these rates reach 35%. Two essential developmental tasks are common to these periods of life: identity formation and finding meaning. Increasing attention is directed at examining the role of identity formation in the development of mental health disorders and many studies support the protecting role of having a positive identity and meaning in life. The true self represents a promising avenue to guide youth to discover who they really are and find meaning. Although many

report its benefits, knowledge is lacking about what may help to cultivate the true self. *Aims:* This scoping review aimed to identify factors that may help to cultivate the true self in adolescents, emerging adults and higher education students. *Method:* Following Arksey and O'Malley's (2005) methodology, 829 articles published between 2001 and 2022 were identified. Once screened, 55 articles remained. A thematic analysis was conducted to identify themes of factors that may help to cultivate the true self. *Results:* This study suggests the true self may be cultivated with introspection, the fulfillment of one's needs, mindfulness, artistic creativity, life experiences and travels, resilience, emotionally secure relationships, models of authenticity, an academic culture of authenticity, and the internet. *Conclusion:* Promising factors and concrete actions exist to cultivate the true self in youth to prevent mental health disorders and promote their well-being. Future studies are needed to develop interventions and rigorously test them.

How to Use Well-Being Dialogue Card

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This presentation aims to describe Well-Being Dialogue Cards (WBDC) and demonstrate some effective ways of using WBDC. WBDC were developed to enhance happiness and well-being based on the Four Factors of Happiness, which was derived from an analysis of 1,500 Japanese participants' survey: factor 1 "DO WHAT YOU LOVE!" (self-realization and growth), factor 2 "BE GRATEFUL FOR EVERYTHING!" (connection and gratitude), factor 3 "YOU CAN DO IT!" (positive and optimistic), factor 4 "BE YOURSELF!" (independence and individuality). There are 52 cards in total, 13 cards in each category. A happiness-enhancing question is written on each card. Our research findings suggest that WBDC can enhance subjective happiness, improve resilience and self-esteem, deepen self-awareness, and understand others through dialogue. In the first half of the workshop, the co-presenters Mr. Maeno and Ms. Hamada, and I will describe the Four Factors of Happiness, the results of some research on the effectiveness of WBDC, and how to utilize WBDC in various situations such as schools and workplaces. In the second half, participants will have an opportunity to use WBDC to ask and answer questions in groups and share opinions and learning experiences.

How We View Our Own Aging Matters for Wellbeing. Implications in The Context of Disruptions Associated With The COVID-19 Pandemic.

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Background: In the face of the global challenge posed by the COVID-19 pandemic, the way we perceive our own aging may play a crucial role in influencing our subjective wellbeing. Since the beginning of the pandemic, older adults have frequently been perceived as a homogenous risk group, advised to strictly follow protective measures. However, research has yet to examine how such pandemic-related disruptions have impacted people's experience of subjective wellbeing and whether these relationships are influenced by how people view their own aging (i.e., subjective aging).

Aims: This study aimed to examine whether the experience of COVID-19 disruptions was more strongly associated with poorer subjective wellbeing (i.e., lower positive affect and greater negative affect) when people reported relatively greater awareness of aging-related losses and relatively lower awareness of aging-related gains.

Method: Cross-sectional questionnaire data were collected from 263 participants from the United States. Subjective aging was operationalized in terms of one's awareness of age-related change (AARC), specifically, the gains and losses associated with aging. We developed a measure assessing COVID-19 disruptions to daily life across 3 dimensions (i.e., Social and Lifestyle Disruption, Work and Health Disruption, and Others Contracting COVID-19).

Results: Moderation effects showed an exacerbating effect of AARC losses on negative affect in the face of Work and Health Disruption and a protective effect of AARC gains on positive affect in the context of Social and Lifestyle Disruption.

Conclusion: We extend research on wellbeing in the context of the COVID-19 pandemic and provide evidence of subjective aging as a potential moderator.

Humanizing AI with Positive Psychology coaching in a digitized way

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Background: We are increasingly surrounded by artificial intelligence (AI) in today's digital world. One way to humanize AI is to use it to support positive psychology coaching. Positive psychology coaching is a type of coaching that focuses on helping people develop their strengths and well-being.

Aim: This project aims to develop a digitized positive psychology coaching game that uses AI to humanize the coaching experience.

Method: The game will be designed with a user-centered approach, focusing on creating a user experience that is motivating, engaging, and hope-inspiring. It uses AI to analyze the user's story build and provide personalized coaching feedback. The AI will also create an avatar that serves as the user's coach in the game.

The game will be divided into stages. The user will have to collect points to unlock each stage and level up.

The user can also set up a real-time meet-up schedule with a positive psychology coach to unlock their world faster and earn rewards. A short animated survey will be conducted at the end of every stage to gather feedback from the user to improve the game design.

Result: The digitized positive psychology coaching game is valuable for helping people develop their strengths and well-being. The game will be engaging and motivating, providing users with personalized coaching feedback.

Conclusion: Humanizing AI with Positive Psychology coaching in a digitized way is a game that is designed to help people flourish together. Coaching, Creativity, Gamification

I am happy as a Muslim: The relationship between religiosity, happiness, and life satisfaction with demographic variables among Muslims from the UK, Egypt, and the Maldives.

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Background: Although happiness is universally understood, it is affected by individual differences, cultural factors and time. The association between religiosity and happiness has been confirmed by several researcher. The question remains whether certain factors influence the relationship between religiosity and happiness. Whether being a certain age or having more income lead us to experience higher levels of happiness or increase our religiosity.

Aim: This study aimed to explore the association between religiosity, satisfaction with life, and happiness and some demographic factors which might impact happiness, religiosity, and satisfaction with life among Muslims in the Maldives (N= 415) Egypt (N= 166) and the UK (N= 117).

Method: Questionnaires were delivered on-line via the Qualtrics platform in both English and Arabic. Scales used included, the Oxford Happiness Questionnaire (OHQ), the Satisfaction with Life Scale (SWLS), and the Ok, Religious Attitude Scale (Islam), (ORASI).

Results: A total of 789 participants (633 female and 156 male), completed the questionnaires. The British sample scored significantly higher on SWLS and the OHQ and the Egyptian sample on the ORASI. Happiness, religiosity and satisfaction with life were analysed across demographic variables. The demographic factors, age, income level had an impact on levels of happiness and religiosity. Older people were more satisfied with life, middle age participants had higher levels of religiosity and happiness. Having sufficient income as well.

Conclusion: Faith plays an important role in happiness. This study showed that religiosity among three different Muslim populations was correlated with happiness and satisfaction with life.

In Right Relationship - Exploring Systems to Co-create Lasting and Sustainable Wellbeing

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All multicellular lifeforms on Earth share some binding principles including sentience and the heliotropic effect. Our quest to survive requires us to tend towards life giving behaviours and to actively avoid behaviours that detract from life. As energy seekers in complex relationship with everything else, organisms who collectively harness and capitalise on life giving energy within their environment tend strongly towards realising transformational change.

Relationship is at the heart of Wellbeing. When we consciously consider, explore and experiment with how to be 'in right relationship' with ourselves, with others and with our planet, optimal wellbeing outcomes, rather than overwhelm and/or stagnation, or worse, denial and destruction, can be realised.

A self-organising system senses and adapts to changes and creates new ones, relying on feedback, reflection and action. It is dynamic and responsive, establishing patterns of being and doing, thinking and behaving that consistently move all integrated parts in a heliotropic direction. The capability of a system is culture and context dependent. Optimising the whole system makes wellbeing more likely for the individuals within it.

This presentation focuses on the field of Positive Psychology reimagining and redesigning itself through an eco-centric, nature informed systems lens. It asks: how can we, as a passionate field of researchers and practitioners, collectively sense and then actualise system wide relationship-based innovations so that when the world is faced with dynamic and challenging situations, the global community can cohere and move as a whole towards optimal outcomes for all?

Interventions that Increase Optimism Lessen Depression

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Background: The positive psychology approach to mental health related interventions suggests that a dual focus on positive and problematic characteristics is beneficial and that positive and negative characteristics interact.

Aims: The present study aimed to explore the link between optimism and depression outcomes in intervention studies that assessed both optimism and depression outcomes for the same participants.

Method: A meta-analysis examined effect sizes for depression and optimism outcomes and links between depression and optimism outcomes. Inclusion criteria for studies were that they used random assignment to intervention or control conditions, measured the effect of the intervention on both optimism and depression in the same participants, and provided adequate statistical information for calculation of effect sizes. Eighteen studies with a total of 2,153 participants were included in the meta-analysis.

Results: Across studies the weighted effect sizes for the impact of interventions on both optimism ($g = 0.38$, 95% CI [0.20, 0.56], $SE = .94$, $p = .0001$) and depression ($g = 0.46$, 95% CI [0.25, 0.66], $SE = .11$, $p = .0001$) were significant. Across studies, optimism and depression outcome effect sizes were associated with one another ($r(17) = .58$, 95%CI [.16, .84], $p = .01$). Meta-regression analyses also indicated linkages between the two outcomes in that the optimism effect sizes moderated depression effect sizes and depression effect sizes moderated optimism effect sizes.

Conclusion: The results of the study lend support to a dual focus on positive and problematic characteristics and have implications for theory and practice.

Investigation of character strengths of Italian children in early childhood period: A psychometric network approach

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Background: Research of character strengths has been investigating the constructs of various virtues, such as gratitude, love of learning, open-mindedness, and authenticity, among many others. Recently, several international studies have underlined the importance of extending such investigations also to early childhood education and care (e.g., Lottman et al., 2017; Owens & Waters, 2020). However, there is a lack of studies in the Italian context investigating character strengths of young children.

Aims: The present study explores the Character Strengths Inventory for Early Childhood (CSI-EC; Shoshani, 2019) in Italy using psychometric networks.

Method: In total, 123 Italian parents of children aged from 3-6 years old, have filled out an Italian version of CSI-EC. CSI-EC measures 24 character strengths with 96 items. Network analysis was conducted on these 96 items and their clustering was observed and analyzed, together with reliability tests.

Results: We found that correlations of items about character strengths led to clustering together several strengths, e.g. Love of Learning and Curiosity, or Social Intelligence and Teamwork, in agreement with relevant literature about these constructs

in young children. Tuning the original sorting of items in the clusters identified by network psychometrics, we not only improve the reliability scores but also introduce a shortened version of CSI-EC validated on a relatively contained sample of Italian children.

Conclusions: Our results highlight specific character strengths of children that might be better investigated in future early childhood research and practice.

Is ethical consumption related to Eudaimonic or Hedonic wellbeing? Analysis from a Switzerland-Japan Perspective

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Research Background & Purposes: Ethical consumption is regarded as a step towards a more sustainable, just, and mindful society (United Nations 2023; Hashinaga 2023). It means that individuals express moral, political or environmental values with their purchase decisions. Research has identified various factors, such as convenience or social norms, as determinants of ethical consumption (Schenk et al. 2018). Limited studies have shown the role of subjective wellbeing as a motivating goal for ethical consumption (Carrigan et al. 2023). Moreover, these studies did not differentiate between various conceptions of happiness. To address this gap, we investigate hedonic and eudaimonic wellbeing as motivations for ethical consumption.

Methodology & Theoretical Orientation: We hypothesize that the pursuit of hedonic and eudaimonic wellbeing provides motivations for ethical consumption (Asano et al. 2014; Huta/Ryan 2010). While hedonic orientations see pleasure as the source of wellbeing, eudaimonia represents an orientation towards the pursuit of a virtuous life.

H1: The stronger the hedonic orientation, the more frequent ethical consumption. H2: The stronger the eudaimonic orientation, the more frequent ethical consumption.

We measured various types of ethical consumption behaviors (fair trade, local, vegetarian, etc.) and orientations towards hedonic/eudaimonic wellbeing, using a validated two-factor scale (Asano et al. 2020; all Cronbach's alpha > 0.7) based on an online survey of representative samples in Switzerland and Japan (n=2012). We used multivariate regression for the analysis.

Findings: Preliminary results confirm the hypotheses: Hedonic and eudaimonic orientations are positively correlated with various types of ethical consumption. This is more pronounced among Japanese than Swiss respondents.

Conclusion & Significance: The study shows that ethical consumption is motivated by hedonic and eudaimonic conceptions of subjective wellbeing in different cultural contexts. Ethical consumption contributes to a more sustainable, just and mindful society while also providing a means for consumers to pursue a virtuous and happy life.

Is investing in employee happiness good for Brand Equity?

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Brand equity, a pivotal concept, gauges a brand's perceived value. Its significance in corporate success is underscored by its potential to elevate customer satisfaction, retention, advocacy, profitability, market share, and competitive positioning.

This study investigates the impact of corporate investment in employee happiness on consumer-based brand equity. We hypothesized that investing in employee happiness can positively influence brand equity. To scrutinize this hypothesis, we surveyed 1,325 participants from the US and UK. Respondents evaluated three dimensions of brand equity: product quality, service quality, and brand attachment, based on their employee happiness initiatives.

Our findings affirm that investing in employee happiness yields a favourable effect on brand equity. However, instances where a company compromised employee happiness were associated with a negative impact on brand equity. Notably, detrimental actions undermining employee happiness exhibited a more pronounced adverse effect on brand equity compared to positive actions that enhanced it. Regression analysis show that respondents who believe in the importance of work-life balance tend to perceive brands negatively when companies compromise employee happiness. Moreover, the degree to which participants believe in the genuineness of firms' CSR efforts had a positive impact on all three dimensions of brand equity.

These results underscore that personal values of the respondents and their perceptions of a company's practices play a crucial role in shaping brand equity. Employee happiness, therefore, emerges not only as a driver of productivity and retention but also as a strategic asset capable of influencing brand equity, thereby providing a competitive advantage for companies.

Is There a Mid-Career Crisis? An Investigation of the Relationship Between Age and Job Satisfaction Across Occupations Based on Four Large UK Datasets

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Previous research has produced mixed evidence on the relationship between age and job satisfaction. Despite the broad consensus that job satisfaction generally rises from midlife to older ages, there is considerable controversy over whether it increases or decreases during the first half of an individual's career span. Drawing on four nationally representative cross-sectional and longitudinal labour market datasets that cover a total of 108,401 employees in the UK (the Skills and Employment Survey, the Workplace Employee Relations Survey, the British Household Panel Survey, and the UK Household Longitudinal Study), this study shows that only employees in professional and technical occupations experience a U-shaped job satisfaction trajectory over their working lives. In contrast, job satisfaction increases linearly with age for those who work in elementary or routine office occupations. This study contributes to resolving a longstanding puzzle in the job satisfaction literature by revealing significant variations in the association between age and job satisfaction across occupations. While many studies suggest a U-shaped relationship between age and job satisfaction, our findings challenge this as a universal truth. Such a pattern is not consistent across all jobs, implying that the commonly referenced 'mid-career crisis' cannot be purely attributed to inherent biological changes associated with aging. Rather, our study highlights the importance of the occupational context for shaping how people experience their work as they grow older.

„It's you – it's me – it's us“Bergmeister Barbara ¹, Riedmann Ulla ¹, Strolz Bertram ¹¹ Akademie für Positive Psychologie/ Institut Strolz

Background: The Austrian Quality Management System (QMS) and curricula provide schools with ample opportunities to deliver effective education. The attitude of positive psychology serves as the foundation for education provision, which is implemented in schools through personnel, organizational, and teaching development. In Vorarlberg, several schools of different types have begun implementing school development in the aforementioned areas based on positive psychology principles.

Goals: To increase the job satisfaction and well-being of employees and students.

Concrete measures for teaching, organizational, and personal development should be implemented based on PERMA-Lead, PERMA-Teach, COOL, and the 6 standards of education. These include personal responsibility, responsibility for others, reflection, search for meaning, willingness to communicate, perception of happiness, and not allowing inhumanity.

This concept should be implemented throughout the organization, from the leadership to the employees and learners, under the 'brand' POOL (POSITIVES OFFENES LERNEN), emphasizing positive and open learning.

To win over the teachers to this project of development and to overcome their resistance.

Method: The Master's thesis titled 'DER MENSCH IM MITTELPUNKT DER SCHULENTWICKLUNG – EINE FRAGE DER HALTUNG' examines the interventions based on Positive Psychology that were implemented in the development of individual schools in Vorarlberg and evaluates the effectiveness of these measures through qualitative content analysis.

Results: The measures taken at the examined schools are perceived as beneficial and lead to well-being, although to a very different extent.

Conclusion: The role model effect and mindset of the school leadership are central to the development process. A strength-based approach to task distribution is beneficial to the process. The use of positive psychology promotes an attitude that is evident throughout the school.

Journey towards Flourishing: Insights from Teaching Positive Psychology for a DecadeBlickhan Daniela ¹¹ Inntal Institute,, Rosenheim

Background: Since 2013 I have been teaching positive psychology in the field of further education and business. My training courses were the first to be accredited in the German speaking countries by DACH PP, the German speaking Association of Positive Psychology. The curriculum is built upon two MAPP degree courses (U P enn, USA, and UEL London, England). In my PhD dissertation (Blickhan, 2017) I was able to show that participants during and after PP courses show greater increases in flourishing , life satisfaction, positive mood when compared to participants in a coaching course. Furthermore, their levels of ill-being (depression and burnout) decreased.

Aims: Over a decade I have taught 25 cohorts and more than 400 participants of comprehensive 16 day PP training courses (accredited by DACH PP) In my talk I would like to present highlight s from teaching positive psy chology to heterogen eo us audiences in further education, covering backgrounds

from therapy, education, health , business and leadership. I will talk about curricula and how specific combinations and connections between empiri cal findings can support practitioners in gaining deeper insight into the scientific background of PP . This e nsur es well founded, responsible dissemination and applicatio n of the findings of PP. I will share metaphors which help practioners understand and apply scientific research in their settings. I will outline how the first, second and third waves of PP can be integrated in teaching PP in further education.

Method: Interactive presentation including short demonstrations **Results:** Participants will be introduced to a comprehensive 16 day PP training course which has been running successfully in Germany and Austria for more than 10 years They will gain insight in how to translate scientific models and empirical findings into a language and into metaphors which are accepted and understood in ap pl ied settings, such as therapy, education, health , business and leadership

Conclusion: This talk offers insights in to a comprehensive curriculum for teaching PP to heterogeneous audiences in further education which has been proven successful for a decade.

Leader's virtues and ethical leadership style – joined effect on follower's engagementZbierowski Przemyslaw ¹, Gojny-Zbierowska Milena ²¹ Department of HRM, University of Economics in Katowice,² Department of Entrepreneurship, University of Economics in Katowice

Background: Virtues matter in life, but also in leadership. Leader's virtues have been found to be positively associated with a range of positive follower outcomes, like trust, moral identity, organizational identification and well-being. Those positive aspects are linked to persistence, commitment and energy.

Aims: In this study we ask how do the virtuousness and ethics of the leader influence follower's work engagement. We hypothesize that ethical behaviours of the leader strengthen the effect of virtues on engagement.

Method: We use the data from 718 followers and use the VIA Signature Strengths Scale, UWES and ethical leadership scale.

Results: We found that for each of the facets of follower's engagement (vigor, dedication, absorption) the virtues of the leader play an important role. Interestingly, each of the facets is boosted by different set of leader's virtues, however, courage is the strongest predictor of all of them. Ethical leadership style moderates the effect of justice on vigour and the effects of courage on dedication and absorption. The effect of justice on vigour is positive and significant only when the leader is not ethical, whereas the effect of courage on dedication and absorption is stronger when the leader behaves ethically then when the leader behaves not ethically.

Conclusion: We contribute to the literature by presenting a clear distinction between virtuous leadership and ethical leadership. We point to their joined effect on followers. We also show that three facets of work engagement are driven differently by leader's virtues and ethical leadership style

Linking Teachers' Well-Being with Students' Well-Being: A Multi-Level Study Conducted During COVID-19Lavy Shiri ¹, Naama Eman ¹¹ The University of Haifa

Background and Aims: The COVID-19 pandemic introduced major challenges to education systems worldwide, and has notably hampered students' well-being. In the present research, we propose that teachers may contribute to students' ability

to maintain their well-being in the face of such challenges. Specifically, we propose that teachers who maintained higher well-being during the crisis, may have managed to have better relationships with their students, and positively impacted their well-being and coping. We provide an initial examination of this idea, by exploring associations between teachers' well-being and their students' well-being and decreased behavior problems, toward the end of the second school-year with COVID-19.

Method: The study comprised 33 homeroom teachers and their 564 students from 4th and 5th grades. All participants completed measures of well-being (Positive and Negative Affect Scales and Satisfaction with Life Scale). Students also completed brief measures of their relationship with the teacher and their behavior problems.

Results: HLM analysis generally supported the hypotheses, indicating significant links between teachers' well-being indicators and students' positive affect and satisfaction with life (but not with their negative affect). Teachers' positive affect and life satisfaction were also negatively associated with students' internalized problems. Additionally, teachers' life satisfaction was positively associated with the quality of their relationships with students, and teachers' negative affect was negatively associated with it.

Conclusions: The findings highlight the potential effect of teachers' well-being on their relationships with students and on students' well-being and coping, and propose that investing in teachers' well-being may directly benefit their students.

Main characteristic and measures of Group Flow in Collaborative Learning : a systematic Prisma review

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Background: Project-based education is at the heart of education for transitions, as part of the sustainable development skills trainings. Collaborative learning is a central area of research, especially in adult or higher students training. Over the past decade, we have seen innovations regarding the learning environments to match these educational needs. The learning experiences of students within these environments, particularly for collaborative problem-solving simulations, haven't received so much attention.

Aims: Such learning experiences are intrinsically linked to social interactions, and research on the social dimension of Flow is recent. In addition to the lack of a shared conceptual framework for collective Flow, empirical studies are very few in our context. This study aims to develop a systematic review on collective Flow and collaborative problem solving, intending to present internal and external indicators, to describe the learning experience.

Method: PRISMA statement was used for data collection. The analysis included a total of 904 articles from Google Scholar databases over the period 2000–2023; and was based on 35 articles after passing the inclusion criteria.

Results show that adaptive interpersonal synchrony is recognized as one of the major characteristics of collective flow in our context. Indicators describing the dynamics of synchrony (and not only its occurrence) highlight the adaptive process of students.

Conclusion: Modelling collective flow in CPS simulation depends on considering cycles of interpersonal synchrony (in and out of synchrony) and triangulation between external indicators (behavioral (1), physiological (2)) and internal indicators (self-assessment questionnaire (3)). Recommendations for future researches are discussed.

Meaningful tourism experiences and emotions: The role of emotional intensity on the attribution of meaning

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Positive psychology maximises the contribution of tourism experiences to tourists' well-being. Three vital characteristics are the development of positive emotions, the search for meaning and purpose, and life satisfaction. When applied to tourism, positive psychology focuses on how intensely they recall determined characteristics of that specific travel. The present study intends to analyse the impact of different kinds of activities on the meaning attached to the experiences. The sample comprises 253 participants, mainly female (75.9%), with a mean of 33 years old. Data was collected through the Memorable Tourism Experience Scale and the "emotional intensity" dimension of the Tourism Memory Characteristics Scale. Data was analysed with SMART-PLS4. The results show good psychometric qualities concerning the reliability of the indicators ($\lambda > .707$), constructs' reliability – Chronbach alpha (α), composite reliability (ρ_c), and the Dijkstra and Henseler index composite reliability (ρ_a) – convergent and discriminant validity – Average Variance Extracted (AVE) and Heterotrait-Monotrait ratio (HTMT), respectively. The determination coefficients (R2) showed that the indicators Refreshment (R2=.427; $f^2=.744$), Meaningfulness (R2=.411; $f^2=.697$), Novelty (R2=.353; $f^2=.546$), and Hedonism (R2=.269; $f^2=.367$) had the higher substantial effects and thus, better explain the variance of emotional intensity. In conclusion, the emotional intensity of determined travelling experiences is better remembered when associated with experiences that involve freedom and relaxation, meaning and importance, novelty, and emotional involvement. Thus, new guidelines that promote unique, refreshed, meaningful, and hedonic experiences could, on a long-term basis, enable tourists to emotionally recall them as intense, powerful, and worthwhile repeating.

MIND FULL OR MINDFUL? SAM – A health promotion program for students

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Background: SAM is a health promotion program encouraging students to use their resources through compassion and mindfulness-based interventions. The program was developed in a multi-stage participatory research process with students, which comprised several feedback and revision loops. As students are considered a vulnerable group for distress and mental health problems, it was essential to incorporate their real-life experiences.

Aims: The current study aimed to evaluate the first version of the SAM program among a nationwide sample of Austrian students using a mixed-methods design.

Method: A randomized controlled trial was conducted to investigate the influence of SAM on well-being (WHO-5), (self-)compassion (SCS), Depression, Anxiety, Stress (DASS), and mindfulness (MAAS). While the experimental group was introduced to the 21-day health promotion program, the control group received three information sheets on nutrition, exercise, and stress. Additionally, to the pre- and post-assessment, a follow-up was conducted after six months using a mixed methods approach.

Results: The study involved 114 students (81.6% female), with an average age of 26 years (SD = 7.399; range: 18-61). MANOVA analysis revealed a significant improvement in the outcome variables over time in both groups. Despite the high acceptance and satisfaction with SAM, the program intensity was judged too high.

Conclusion: Results show that even minor interventions have a significant impact. SAM is currently being comprehensively revised and further analysis is in preparation. Furthermore, it is being adapted for additional target groups.

Nature, culture and sustainable living: Frameworks for creative wellbeing

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'Creativity' and 'wellbeing' are large concepts. Combining them, the intertwined connection between being creative as a function of living well, and opposite, seeing wellbeing as a driver of creativity, appears as a strong concept. However, both initial concepts could be biased by western, individual thinking, that hinder a sustainable approach, on the cost of nature and culture values, and social dignity. By an interdisciplinary approach, we aim to overcome some of these biases.

In this presentation, main findings from the monography "Exploring Creative Wellbeing Frameworks in Context: Nature, Culture, and Sustainable Futures", will be presented. The monography will be published in Routledge (2024). (Editors are Wenche Torrisen and Helga S. Løvoll)

Research questions were:

- What are the conceptual frameworks for creative wellbeing?
- How does creative wellbeing impact people's lives and contribute to build a sustainable future?

To answer these questions, 11 peer reviewed chapters explore creative wellbeing conceptually, as well as the implications for people's lives. Contributors come from fields of psychology, theatre, philosophy, social science, teacher education, and outdoor studies.

Through conceptual and empirical analysis, we have built an argument that creative wellbeing is a way of living to enrich our potential for human flourishing. This is also a mindset approach of how to identify values worth living for. We suggest creative wellbeing is for a broader audience, but also a concept focusing on hope, and a mindset for transition to our sustainable futures. Frameworks will be presented.

Nature-Based Interventions: A Review of Reviews

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Background: Nature-based interventions (NBIs) are activities that use nature to improve health and well-being. A wide variety of NBIs exist under different names, using a wide range of approaches, and target populations.

Aims: This review of reviews explored what types of NBIs exist and what factors impact their effectiveness.

Method: The following databases were searched for NBI systematic reviews: Academic Search Complete, MEDLINE, APA PsycInfo, and CINAHL. The literature search resulted in 357 articles, of which 88 reviews were included in the current review.

Results: The review identified a comprehensive list of research-informed NBIs which can be utilised by medical and mental health professionals and the general public to improve individuals' health and well-being. Furthermore, multiple themes have emerged concerning the effectiveness of NBIs in improving health and well-being.

Conclusion: The findings from this review will be discussed in terms of policy change in applying NBIs in clinical settings. As such, the findings will inform medical professionals and provide guidelines for applying NBIs in medicine and ultimately contribute to the populations' health shifting towards physical and psychological flourishing.

"New Possibilities for Being Human": Heroism and Positive Psychology

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"... heroism reflects the work of pioneering individuals opening up new possibilities for being human. As such, it makes sense for psychologists to try to understand [heroes] – their motives, their strengths, their strategies for persevering against the forces of inertia and the threats to personal comfort, or even of survival." (Csikszentmihalyi et al., 2017)

The empirical study of heroism has experienced a renaissance recently, sparked by Franco, Blau and Zimbardo's foundational 2011 scholarship that conceptually distinguished heroism from altruism and other similar constructs, developed a taxonomy of heroism and proposed multiple research directions. Researchers have subsequently produced a body of multi-method, multi-disciplinary, empirical and theoretical research on the origins, types and processes of heroism. Work in this growing field ranges from basic and translational research to applications (e.g., training programs that develop heroic behavior in children and adolescents). However, much work remains to fully understand heroic behaviours.

Following a brief overview of current heroism theory and research, a recent study of a group of social heroes whose innovative approaches to the AIDS crisis led to greater inclusiveness and positive sociocultural change globally will be discussed. This longitudinal, multi-level content analysis of heroes' lived experiences identified individual and organizational factors which helped to sustain their heroic behaviors over a seven-year organizational life cycle. Experiences of flow, meaning, positive emotions and positive organizational factors (job resources, organizational identity) were associated with sustained social heroism despite high levels of negative individual and contextual factors.

Directions for future research and application will be discussed.

Novelty, Positive Emotion, and Social Connection in Shared Experiences

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Background: Novelty and positive emotion have been studied from the context of experiences. (Mitas & Bastiaansen, 2018; Skarvrnskays, et al., 2020). Some have postulated that novelty and positive emotion are also related to social connection in shared experiences. (Hill, et al., 2023).

Aims: The purpose of this project is to consider the relationships between experience novelty, positive emotion felt by individuals, and feelings of social connection during shared tourist experiences.

Method: Study participants (N= 607) visiting one of 41 tourist destinations in The Netherlands completed a post-experience survey collected via a digital tablet using Qualtrics. Novelty, positive emotion, and social connection were measured with standard questionnaire items previously used in peer-reviewed studies.

Results: Experience impact is significantly correlated with positive emotion (.392), novelty (.382), connection with people just met (.265), and connection with people traveling together (.204). Though this data set might be analyzed from the perspective of a variety of dependent variables, one regression model, for instance, showed positive emotion (b = .21, p < .05) and novelty (b = .11, p < .05) predicted feelings of connection to people just met (R²=.13).

Conclusions: In shared experiences, novelty, positive emotion, and feelings of social connection are clearly interrelated. Still, further study is needed to sort out which of these factors influences the others. Does novelty in shared experiences lead to more positive emotion and greater social connection, or does the social connection brought to a new experience heighten the positive emotion?

On the interplay between different parenting styles, children's character strengths, and children's life satisfaction

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Background: Parenting styles are possible impact factors on the development of children's character strengths. Furthermore, both parenting styles and children's character strengths are associated with children's life satisfaction. **Aims:** This exploratory study was designed to examine the interplay between different parenting styles (i.e. authoritarian, authoritative, permissive, strength-based parenting), children's character strengths, and children's life satisfaction.

Method: A sample of 204 parents completed online self-report measures on their own authoritarian, authoritative, permissive, and strength-based parenting styles. Moreover, parents provided observer-ratings of their children's 24 character strengths as well as of their children's global life satisfaction. The mean age of the parents was 37.5 years (from 24 to 51 years), and 86% were female. The mean age of the children was 5.2 years (from 2 to 8 years), and 52% were female.

Results: Generally, positive relations were found between authoritative as well as strength-based parenting and specific character strengths. Authoritarian parenting showed only negative correlations with specific character strengths. Strength-based parenting explained variance in character strengths beyond authoritarian, authoritative, and permissive parenting styles. Authoritarian, authoritative, and strength-based parenting styles were meaningfully associated with children's life satisfaction. Mediation analyses showed specific character strengths as mediator variables between specific parenting styles as independent variables and life satisfaction as dependent variable.

Conclusion: This exploratory study shows that different parenting styles relate differently to children's character strengths as well as to their life satisfaction. The strength-based parenting style appears to be especially relevant for both children's character strengths and children's life satisfaction.

Online Vigilance, Mindfulness and Wellbeing in University Students: Moderating Role of Personality Traits and Doom Scrolling

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The present research aimed to investigate relationship between online vigilance, mindfulness and wellbeing in university students and to investigate moderating role of personality traits and doom scrolling. It was hypothesized: (a) there is likely to be a positive relationship between online vigilance and wellbeing in university students, (b) There is likely to be a positive relationship between online vigilance and mindfulness in university students, (c) There is likely to be a positive relationship between mindfulness and wellbeing in university students, (d) Extraversion, agreeableness and neuroticism are likely to moderate the negative relationship between online vigilance and wellbeing, (e) Conscientiousness and imagination are likely to moderate the positive relationship between online vigilance and wellbeing, (f) Doomscrolling is likely to moderate the negative relationship between online vigilance and wellbeing, (g) Mindfulness is likely to mediate the relationship between online vigilance and wellbeing in university students & (h) Personality traits and doomscrolling are likely to moderate relationship in online vigilance and wellbeing via mindfulness. Correlational research design was used in the research. The sample consisted of 244 university students from different public and private universities of Lahore, Pakistan. The Age range of the sample was from 18 years to 25 years (M=22.04, SD=1.90). For assessment, Online Vigilance Scale (Reinecke et al., 2018), Mindful Attention Awareness Scale (Brown & Ryan, 2003), Ryff's Psychological Wellbeing Scale (Ryff & Keyes, 1995), Mini International Personality Item Pool Scale (Donnellan et al., 2006), and Doomscrolling Scale (Sharma et al., 2022) were used. Psychometric analysis, Pearson-product moment correlation and moderated mediation were applied for analyses. Results showed significant positive correlation between online vigilance and mindfulness and negative correlation with wellbeing. Results also showed that moderating effect of online vigilance and neuroticism was significantly negatively mediated by mindfulness. The moderating effect of online vigilance and imagination and moderating effect of online vigilance and agreeableness was significantly positively mediated by mindfulness. Results showed that mindfulness mediated the relationship between online vigilance and wellbeing in university students. Findings of current study have significant implications for researchers to further work effectively in this domain of online vigilance and doomscrolling. This study has crucial implications for students, parents, and instructors in understanding the significance of negative social network addicted habits by designing training programs. In this way they can monitoring one's own media patterns to improve their psychological health and general wellbeing.

Parents Supporting Young Children's Need for Self-Determination: Positive Child Mental Health Correlates and Outcomes

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Numerous studies support Self-Determination Theory's (SDT) tenet about the benefits of satisfying children's need for autonomy. However, relatively fewer studies on parental autonomy support (PAS) have targeted early childhood, compared to middle childhood or adolescence, even though PAS is a main component of parenting quality and early parental influences are of particular significance.

First, we will present a systematic review examining PAS studies that focused on early childhood (27 studies; Joussemet & Mageau, 2023). PAS (during play, conversation, help provision or discipline) was linked to children's executive functioning, memory, engagement, committed compliance, and later academic and social adjustment.

Second, we will present a pilot study assessing the impact of a parenting program teaching PAS on preschoolers' mental health. Following the promising results of RCT (293 parents of school-aged children) showing that the How-to Parenting Program led to decreases in child externalizing symptoms, compared to a waitlist condition (Joussemet et al., in revision), Corbeil et al. (2022) evaluated the efficacy of this program when delivered online to 20 parents of 3- and 4-year-olds. They found that compared to parents in an active control condition, there were larger increases in child socio-emotional competencies from pre- to post-test ($t(18) = -.54, p = .46; d = .24$) as well as greater decreases in externalizing problems ($t(18) = 1.88, p = .02; d = .85$) and internalizing ones ($t(18) = 1.38, p = .16; d = .62$). This 6-week program emphasizing PAS seems to be a protective factor for preschoolers' mental health. Autonomy support; parenting; early childhood, psychological health.

Perceived social support is associated with lesser psychological distress in LGBTQ+ Lithuanians

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Background: Due to living in heteronormative society, LGBTQ+ people have a higher risk of experiencing psychological issues (Meyer, 2003). Although positive social experiences can act as protective factors, buffering the negative effects of societal stigma. This study aims to explore associations between psychological distress and perceived social support, acceptance of sexual orientation, community, and individual resilience.

Method: A cross-sectional survey was conducted among LGBTQ+ people living in Lithuania (N=181) as part of a project funded by the Research Council of Lithuania. The following scales were used: K-10 scale (Kessler et al., 2002) for psychological distress, MSPSS (Zimet et al., 1990) for perceived social support, BRS (Smith et al., 2008) for individual resilience, and part of the Index of Disclosure of Sexual Orientation (Costa et al., 2013) for sexual orientation acceptance. Community resilience was assessed with the question "I feel like I am part of the LGBTQ+ community", using a Likert scale.

Results: The study revealed that stronger community and individual resilience as well as social support from family and significant other, but not from friends, have been associated with lower psychological distress and its aspects (depression, anxiety, fatigue, worthlessness). Although there were no significant associations between psychological distress and perceived acceptance of sexual orientation.

Conclusions: Results suggest that the daily experience of social support and not an acceptance of sexual orientation plays a more important role in preventing psychological distress in LGBTQ+ individuals. Therefore, it is important to foster the activity of LGBTQ+ organizations and self-support networks.

Perceptions of Acceptability and Utility of Ongoing Coaching to Enhance Implementation of the Well-Being Promotion Program in Schools

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Attendees will learn how to structure and conduct coaching to support school-based implementation of a small-group positive psychology intervention called the Well-Being Promotion Program (WBPP; Suldo, 2016). Presenters will share an innovative model of ongoing coaching for delivering this small group positive psychology intervention to increase student subjective well-being in middle schools.

Research shows that coaching is associated with improved practitioner skills and treatment adherence (Kretlow & Bartholomew, 2010), which predicts better outcomes (Novins et al., 2013). However, there is much to learn about effective coaching for school-based implementation of positive psychology interventions, and there is little agreement around coaching's critical elements (Ashworth et al., 2018)

We have iteratively developed, implemented, and evaluated a coaching model that aims to maintain fidelity and enhance group engagement through attention to counseling skills and group process variables. Our model draws from motivational interviewing (Miller & Rollnick, 2013), behavioral skills training (Miltnerberger, 2012), and positive psychology (Seligman & Csikszentmihalyi, 2000).

School-based interventionists completed a 12-hour initial professional development in the WBPP, then participated in weekly coaching meetings throughout delivery of 13-15 sessions. Between each WBPP session, coaches listen to audiotaped sessions and prepare standardized written feedback to identify strengths and suggestions related to fidelity and group process. Coaches share this feedback with each interventionist in 30-minute meetings.

Results from interviews conducted with interventionists coached during 2020-2022 were analyzed and used for model improvement. Additional interviews (January 2023 and 2024). query interventionists' perceptions of the acceptability and utility of coaching

PERMA-Lead: A Behavioral Leadership Approach to Positive Leadership

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Martin Seligman's PERMA model (Seligman, 2012) has inspired several areas within psychology. Consequently, in the field of organizational psychology, a new Positive Leadership approach, PERMA-Lead, was developed (Ebner, 2016). It defines Positive Leadership as specific leadership behaviour, that increases PERMA in employees. Psychological tests, the PERMA-Lead-Profiler and a PERMA-Lead-360°-Feedback, were developed at the University of Vienna in cooperation with TU Vienna (Ebner, 2018; Ebner, Dreger, & Hartner-Tiefenthaler, 2019) and more than 1000 consultants and coaches in German-speaking countries have already been certified to use this approach in practice.

Our studies have shown already the positive impact of PERMA-Lead in organizations: the higher the PERMA-Lead score of the supervisor – the lower the average number of sick leave days and burn out risk of employees. Additionally, a positive impact of this leadership style on the well-being of supervisors as well as a correlation between the average amount costumers spend in a shop and the shop managers PERMA-Lead behaviour could be clearly shown (Ebner, 2019). Our two current research projects show that this leadership style even has a significant correlation with turnover, psychological safety, and the motivation of teachers in schools and healthcare (Ebner & Götz, in press) as well as at the police force (Ebner & Mauri, in press) In practice workshop-designs, using the PERMA-Lead structure has been developed.

Several companies, such as IKEA, Lidl, T-Mobile, Bosch, and many others, have already integrated PERMA-Lead into their leadership development programs (Ebner, 2020).

Personal growth in micro niches - the role of positive place experiences

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Background: Personal growth (PG) is associated with increased resilience and social-emotional well-being. Social-ecological approaches view PG as a subjective process emerging among facilitating environmental experiences, for example, in persons' favorite places (Korpela et al., 2020).

Aims: We present the niche model of PG and demonstrate that positive environmental experiences may lead to PG across several types of real-life niches. This way, we extend the favorite place model of environmental self-regulation to other niche

experiences. *Method:* In a cross-sectional study (N = 674, mean age 36,7 years, SD = 14,7), we asked respondents to name their places of stress, recovery, and personal growth, along with a description of the situation. Moreover, we measured situation-specific positive and distressing self-experiences, excitement, and PG (Personal Growth and Development Scale; Anderson et al., 2019), related to each of the three places.

Results: SEM modeling (Chi2 = 2224.7, df = 771, p < .001, CFI = .92, RMSEA = .052) showed similar pattern across the three micro niches. Higher positive self-experience and excitement in the niche predicted higher niche-related PG experiences, even in the place of stress (std. path coefficients = between 0.244 and 0.339, all ps < .05). No significant associations were found between distress and PG experiences.

Conclusion: Positive experiences in a specific social-ecological environment (i.e., a micro niche), even in adverse circumstances such as in places of stress, may be supportive of the person's emergent growth tendencies. Consequences for everyday positive functioning will be discussed.

Placing Well-Being at the Heart of Education

Forman Fiona ¹

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It is now more important than ever to place well-being at the very heart of our education systems. Positive Psychology can offer us an evidence-based framework through which to do so. By creating the conditions for children to thrive and flourish, as well as teaching them well-being skills, we can equip young people to become active participants in understanding and nurturing their own well-being.

This session will outline a practical, evidence-informed approach based on the presenter's personal experience of embedding Positive Psychology into her own teaching, and subsequently bringing this approach into hundreds of schools throughout Ireland over the last 4 years.

Positive classroom climate in action: combining narrative and positive psychology practices with teachers and students

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This study investigates the fusion of narrative practices and positive psychology (Tarragona, 2019) within the Erasmus+ TASC project, conducted across Italy, Spain, Lithuania, and Turkey from 2020 to 2023. TASC seeks to augment student well-being, civic sense, and social engagement, incorporating positive emotions, optimism, gratitude, goal setting, and character strengths to mitigate academic distress by developing non-cognitive and transversal skills (Peterson, 2006). Acknowledging the paramount role of classroom climate, influenced by historical class events, interpersonal relationships, and student development, TASC, grounded in social constructivism, crafted the CLASS framework (Construct, Leadership, Aim, Support, and Solutions) to operationalize its objectives (Miller et al., 2020). The EPR methodology (Exploration, Practice, Reflection) guided teachers and students in implementing educational practices, drawing on Vygotsky's Zone of Proximal Development, Engeström's expansive learning, and Ericsson's deliberate practices. Operationalized through rubrics, posters, and diaries, EPR forms a cyclical process linking exploration and reflection, akin to Vygotsky's ZPD, ensuring a potentially infinite self-sustaining cycle. Formative assessment rubrics and class posters supported teachers and students throughout the exploration, practice, and reflection. The perpetually evolving EPR approach contributes to continuous improvements in classroom climates, with reflection occurring at least a week post-implementation to ensure meaningful learning transfer. This method was refined through collaborative efforts involving 100 teachers and 1000 student ambassadors across the four countries, engaging in training and experimental activities. This abstract underscores the innovative integration of narrative practices and positive psychology through the EPR methodology, providing a comprehensive framework for enhancing classroom climates and promoting student well-being.

Positive health outcomes in studies of mindfulness-based interventions among people with cancer: A systematic review and meta-analysis

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Mindfulness-based interventions (MBIs) have been employed with cancer patients and survivors for symptom alleviation and reduction, but little is known about the effects of MBIs on positive health outcomes. We therefore conducted a systematic review and meta-analysis to (a) identify and describe positive health outcomes used in MBIs in cancer and (b) explore the pooled effects of MBIs on positive health outcomes. We identified 94 independent studies, which had investigated eight different positive health outcome domains (mindfulness skills, self-compassion, positive states, coping, social support, well-being, personal growth/meaning, and spirituality). The most frequently investigated positive health outcomes were mindfulness skills (K=31), self-compassion (K=9), and positive states (K=4). In 48 independent randomized controlled trials, statistically significant effects were observed for all eight positive health outcomes at post-treatment. Effect sizes ranged from small (well-being; Hedges's g = 0.27) to medium (coping, g = 0.61). At follow-up, the domains of mindfulness skills, self-compassion, personal growth/meaning, and spirituality reached statistical significance, with effect sizes ranging from small (well-being; g = 0.13) to medium (spirituality; g = 0.61). An exception was the large effect size (g = 1.40) observed for personal growth/meaning. The results demonstrated statistically significant effects of MBIs on a number of positive outcomes in cancer patients and survivors. Although the clinical significance of the results remain unclear, MBIs may play a key role in improving the quality of life of people with cancer.

Positive interdependence and empowerment in an inclusive education context with the promotion of strengths-based tools

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Inclusive education is growing rapidly, and policies are in place to promote it. However, the conditions for its successful implementation in the classroom remain a challenge. Strengths-based interventions are a promising approach. However, they are well documented in traditional educational settings, and their mechanisms in inclusive contexts remain understudied.

The purpose of this presentation is to explore the development of positive interdependence - cooperative relationships among students - and empowerment - students' self-confidence and autonomy - through strengths-based tools derived from the "Individual Strengths, Collective Power!" program in inclusive contexts.

The study involved 179 students, ages 8-12, divided into either an experimental group or an active control group. Positive interdependence and empowerment were assessed before and after the intervention using students' qualitative descriptions of classroom relationships and the use of strengths-based vocabulary in student discourse. Analytical rigor was ensured by applying cumulative linked mixed models and ANOVA to the collected data.

Results suggest that while positive classroom relationships showed minimal change, there was a significant shift in student discourse in both groups, indicating a move toward strengths-based communication.

This research marks a significant milestone in the understanding of relational dynamics in inclusive classrooms. It demonstrates that strengths-based tools can have a significant impact on students' perceptions. The findings offer promising support for fostering a classroom climate conducive to inclusive practices. Further research on the impact on student relationships is warranted.

Positive Psychology Interventions to Promote Resilience and Well-being Among Educators: A Scoping Review

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Background: Combating educator burnout and turnover in schools by promoting resilience and well-being is critical. Positive psychology interventions (PPIs) are popular approaches in school settings for enhancing educator well-being and resilience. However, we lack insight regarding how educator resilience and well-being focused PPIs are implemented in practice.

Aims: We systematically examined PPIs targeting well-being and resilience among educators implemented in school-settings, outcomes of PPI interventions, and factors affecting program implementation and effectiveness.

Methods: We searched health databases for randomized and non-randomized intervention studies, between 2000-2022. We present a narrative synthesis of our results accompanied with a summary of tools for practitioners to promote successful program implementation.

Results: 159 reports were included (comprising 83 quantitative, 33 qualitative and 43 mixed-method studies) with multi-component and mindfulness interventions as the most popular approaches. Results indicated that researchers emphasize interventions that develop prosocial and self-regulatory skills to promote wellbeing and resilience in educators. Qualitative findings suggest successful program implementation should consider more 'whole-school' approaches that actively involve faculty staff in the program creation process.

Conclusion: Our findings collate the extant intervention research and highlight program characteristics currently used by health promotion programmers to promote wellbeing and resilience in educators. We encourage future work to conduct more high-quality RCTs and longitudinal studies that integrate school-wide approaches, to clarify the processes that may lead to lasting program outcomes.

OSF registration: <https://osf.io/txck8/>

Positive self-perception in social media – a quantitative evaluation of a brief positive- psychological intervention for female users.

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Background: Social media has a significant impact on users' self-perception. In particular, the ideal images conveyed on the respective platforms can have negative effects on the self. Self-perception in social media in combination with positive psychology has been unexplored. Since women are more heavily affected by these negative effects than men, this study exclusively focuses on female users.

Aims: The aim of this study was to design a brief positive-psychological intervention for the target group and to evaluate whether it can enhance the application of positive psychology techniques, self-perception (self-efficacy expectations, self-esteem, body image, mindfulness) and flourishing and reduce the desire for idealized self-presentation.

Method: The study utilized a 2x2 quasi-experimental pre-post design with a comparison group. 97 female social media users took part in the study, NTG = 47, NCG = 50. Data was collected through standardized online questionnaires. Mixed ANOVA and paired t-tests were used to analyze the data.

Results: Significant interaction effects were found for the application of positive psychology techniques ($\eta_p^2 = .19$), self-perception (index value) ($\eta_p^2 = .09$), body image ($\eta_p^2 = .07$) and self-esteem ($\eta_p^2 = .07$). The strongest effects in the mean comparison were identified for positive psychology techniques ($d = 0.87$) and self-perception (index value) ($d = 0.54$). No effects were found for flourishing, self-presentation, self-efficacy expectation and mindfulness.

Conclusion: The intervention demonstrated efficacy in fostering a stronger connection to oneself among users. The study discusses potential reasons for the lack of significance in certain variables and suggests avenues for further exploration.

Positive Technology: A journey into a Virtual Reality room for Peak Performance and Flourishing

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Background: There are numerous Positive Psychology Interventions that have been widely tested and validated Scientifically. Some have been meta-analyzed and have been shown to have a significant impact on Wellbeing. However, there is minimal

research on utilizing Virtual Reality to assist performers to access the “Flow State” for peak performance and flourishing. Flow Theory, Mihaly Csikszentmihalyi (Nakamura & Csikszentmihalyi, 2020) is closely aligned with optimal human functioning along with creativity, peak-experience and self-actualization. The ability for performers to access and maintain a “Flow State” is an important tool for performers and creatives, assisting with creativity, divergent thinking, relaxation and increasing neuroplasticity (Van Heerden, 2010).

This workshop is based on the joint collaboration between the UNSW Art, Design and Architecture, University of New South Wales, Sydney, and Sydney University’s Conservatorium of Music High School. Scientia Professor, Jill Bennett, Australian Research Council Laureate Fellow, Felt Experience & Empathy Lab (fEEL) and Director, Big Anxiety Research Centre (BARC). Please see link to the Dig Anxiety Research Centre (BARC)

Big Anxiety Research Centre | Arts, Design & Architecture - UNSW Sydney

The World premiere of two new virtual reality works exploring mental health and healing from Aboriginal perspectives. Jill Bennett’s groundbreaking work with Aboriginal communities and healing intergenerational trauma utilizing Virtual Reality.

The aim of this workshop will be to provide an experiential glimpse into a Virtual Reality room where participants will experience a Positive Psychology Intervention through utilising VR goggles.

Method: The facilitator will take participants through a Virtual Reality room where they will have the opportunity to engage in a Positive Psychology Intervention designed to give them the experience of the “Flow state” as performers, utilizing the process of “Posttraumatic Growth” to overcome performance anxiety while promoting Peak Performance and Flourishing.

Results: Participants will experience a Positive Psychology Intervention through a Virtual Reality program designed to promote Peak Performance and Flourishing.

Conclusion: The workshop will be highly experiential and interactive. Participants will leave with an understanding of how to implement PPI’s utilizing Virtual Reality.

Potentiating Allied Character Strengths: Gratitude and Compassion

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Background: This pilot study tested the theory that two virtues linked by a common core of benevolence mutually reinforce one another. Gulliford and Roberts (2018) proposed that the common core of the virtues of the ‘allocentric quintet’ (generosity, gratitude, forgiveness, compassion, and humility) lies in benevolence: cultivating one of the virtues within this cluster directly, indirectly promotes the others through strengthening this shared core.

Aims: This study tested whether promoting gratitude or compassion specifically would not only strengthen the target virtue, but would also indirectly promote the other, based on hypothesized relationships between these allied virtues.

Method: In a five-week school-based study, 11–13-year-olds participated in an intervention focused on learning about compassion or gratitude, along with exercises designed to promote one or the other virtue. Mind-maps gauged participants’ conceptual understanding of gratitude or compassion pre- and post-intervention. Self-reported gratitude and empathy were assessed using GQ6 (2002) and QCAE (2011).

Results: 129 pupils (M = 11 years, 7 months, 50.4% female) returned pre- and post-intervention questionnaires. Gratitude scores increased after the gratitude intervention. Girls’ scores on the GQ6 significantly increased from a mean of 31.1 to 36.6. Boys’ scores increased from 32.5 to 33.3. Gratitude scores also increased in students who participated in the compassion intervention: boys’ GQ6 scores increased from 31 to 34.6 while girls’ scores increased from 32.2 to 36.6.

Conclusion: Findings offer partial support for the hypothesis that interventions to promote compassion may increase gratitude as a ‘side effect’. This will be discussed alongside study limitations.

Practical Application of the “Me, We, Us” Model to Drive Employee engagement and Leadership Development

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This proposed oral presentation focuses on one segment of a larger project that was designed to involve the entire workforce of a Malaysian-based SMR to “co-create” the future, using Positive Psychology principles, with outcomes linked business excellence indicators.

The project was aimed at helping this SME organization address leadership development and employee engagement through Positive Psychology approaches.

While project activities incorporated initiatives that stimulate human flourishing based on teamwork criteria and authentic leadership characteristics, this particular segment focused on the formation of “affinity groups” for the “take action” component of the project.

This “take-action” component utilised Jarden’s “Me, We and Us” model (2015), with the intention to further strengthen inter and intra team collaboration for better business outcomes.

Team participation in the affinity groups utilized elements of the Self-Determination Theory (Deci and Ryan, 2000).

The project’s evaluation criteria employed Kirkpatrick’s Model of Evaluation (Kirkpatrick and Kirkpatrick, 2007), Phillip’s Return on Investment methodology (Phillip, 2012).

The “take action” segment utilised business excellence measurements based on the Singapore Quality Award (Calingo, 1997). This measures business outcomes based on scientific and behavioral approaches.

Note: The project was initially designed as an artefact for my Masters in Applied Positive Psychology (Anglia Ruskin University) final year project. I have since implemented the approaches contained within the project back at my business. The “take action” component continues to yield encouraging and interesting results.

Practical Wisdom and the VIA-IS - A preliminary study on the situational use of character strengths in the teaching profession

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Background: An intervention on the situational use of character strengths (VIA-IS) was conducted with undergraduate students (N = 213). The intervention involved the creative use of one or two personal character strengths in three conditions over a period of two weeks.

Aims: Recent works (Han 2018, Miller 2018) discuss the lack of practical wisdom (phronesis) in the VIA-IS approach. The aim of the study was to investigate the practical considerations and decisions made by the test subjects when using the VIA-IS.

In a next step, these findings are to be supplemented by follow-up studies on practical wisdom of prospective teachers and enrich university teacher training with regard to the field of personality development.

Methods: Practical wisdom was operationalized as knowledge of the appropriate means to achieve virtuous ends in a given situation. In a qualitative investigation (after Mayring 2015) the participants reported on their experiences with this type of deliberation in using strengths of character in everyday life.

Results: In all three conditions, phronetic difficulties emerged with regard to context-appropriate action. These were structured and explicated by means of qualitative analysis. There were no significant group differences in terms of practical wisdom.

Discussion: The discussion of the findings is based on two current discourses: First, the role of practical wisdom in VIA-IS. Second, the Hattie (2014) oriented discourse on the crucial factor teacher personality. Theoretical and practical implications of phronesis will be explored in as differentiated a way as possible.

Quantitative evaluation of a positive psychological intervention to promote well-being in best agers

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Background: Occupational stress, a source of negative strain leading to physical and emotional exhaustion, disproportionately affects best agers (individuals over 50 years of age). This study addresses this issue by developing and implementing a positive-psychological intervention based on the Positive Self-Management model by Braun et al. (2017).

Aims: The study aims to determine whether the application of positive psychology techniques along with a focus on vitality, optimism and self-efficacy can effectively reduce depressive moods and irritations while improving the overall well-being of working best agers.

Method: Using a 2x2 pre-post design with a randomized control group, the intervention involved 94 working best agers, with data collected through standardized online questionnaires at four-week intervals. Analysis utilized variance analysis with mixed ANOVA and t-tests.

Results: The treatment group (N = 45) showed significant improvements in self-management skills, mental strength and long-term well-being compared to the control group (N = 49). Strong intervention effects were observed particularly for applications of positive psychology techniques ($\eta_p^2 = .17$), vitality ($\eta_p^2 = .76$), self-management skills total ($\eta_p^2 = .14$) and well-being ($\eta_p^2 = .32$). The strongest effect in the comparison of means within the treatment group and between the measurement times was shown by the applications of positive psychology techniques ($d = 1.00$).

Conclusion: To conclude, the positive-psychological intervention proved to be highly effective for best agers with significant improvements in self-management skills and overall well-being. The detailed discussion of the study includes theoretical foundations, methodological approaches and potential implications for research and practice.

Reducing Photo Investment Through An Online Self-Compassion Intervention: A Controlled Study Among Young Adult Females

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Background: The relationship between social media usage and body image has become a critical issue among young adults. Photo Investment (PI), in particular, is a phenomenon describing an individual's concern over the quality and portrayal of their photos on social media, often leading to body dissatisfaction and excessive social comparison. In this context, fostering Self-Compassion (SC)—the practice of treating oneself with kindness and acceptance, rather than self-judging and self-criticizing during challenges—could be beneficial in enhancing body satisfaction and minimizing PI.

Aims: This study explores the effectiveness of an online SC enhancement intervention in improving SC levels and reducing PI among young adult females.

Method: A sample of 28 young adult females participated in a 3-week online SC intervention, while a control group of 25 females was wait-listed. Each week, participants completed one meditation and one exercise for all SC themes (week 1: self-kindness; week 2: common humanity awareness; week 3: mindfulness). The study employed online questionnaires to assess changes in SC and PI levels before and after the intervention.

Results: The intervention significantly increased SC levels, especially in the self-kindness and self-judgement sub-scales, and decreased PI among participants in the experimental group compared to the control group, demonstrating the efficacy of the SC intervention.

Conclusion: The findings highlight the potential of online SC interventions in increasing SC and decreasing PI. These results suggest promising approaches for improving mental well-being and altering social media behaviours in young adult females.

Relationships among meaning in life, religiosity and life satisfaction in families of people with disabilities

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Meaning in life and religiosity have been found to be positively associated with life satisfaction in people with disabilities (PWDs) or their family members. The present study examines whether the presence of meaning and/or the search for meaning mediate the relationship between religiosity (i.e., religious beliefs and participation) and life satisfaction (i.e., "satisfaction with personal/emotional life", "feeling of belonging" and "satisfaction with life goals") reported by members of families with PWDs. The participants (N = 101) reported higher levels of presence of meaning than search for meaning, moderate levels of religiosity and quite high levels of life satisfaction. The presence of meaning correlated higher than the search for meaning with almost all the subscales examined. Results largely confirmed our hypothesis that meaning in life significantly mediates the relationship of religiosity with life satisfaction experienced by family members of PWDs. In particular, the presence of meaning (but not the search for meaning) was found to be a strong mediating variable in the relationship between belief in God/a higher power and overall life satisfaction, as well as its dimensions "satisfaction with personal/emotional life", "feeling of belonging" and "satisfaction with life goals". In contrast, the presence of meaning did not mediate the relationship between participating in religious practices and being satisfied with life. These findings may be helpful to mental health professionals in supporting families with PWDs.

Seasons of Life in Action: The Development of the Tree of Life Metaphor within a Faith- Based Paradigm for Exploring Meaningful Harmony and Balance

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Background: Third wave Positive Psychology (PP) advocates for a wider consideration of wellbeing from broadening studies across both methodology and scope. Examples of such possibilities include researching wellbeing across varying contexts and cultures, as identified by Lomas et al (2021) and potentially addressing the systems in place to facilitate flourishing (Kern et al, 2021), which has the possibility to advocate for wider global wellbeing.

Aims: This study sought to engage in third wave PP via the exploration of a faith-based paradigm, specifically through an Islamic Framework of Positive Psychology, researching its potential value within a global and context specific scenario, currently an under- researched area within PP.

Method: A narrative literature review was conducted to understand the components that could feature within an Islamic Framework of wellbeing. A hermeneutic analysis was applied to the literature review, with considerations around the reflexivity and application of the hermeneutic circle to enhance the iterative development of understanding of the topic throughout the literature review.

Results: The findings identified the importance of the spiritual component that featured a combination of relationships between nature, the self, other human beings and God. This emphasised the importance of balance and harmony across the dimensions in maintaining these meaningful relationships and was symbolised using the tree of life as an illustrative metaphor.

Conclusion: Islamic Psychology has a potential role in line with the premise of the third wave. In addition, this research encourages wider research into the concept of balance and harmony across different faiths and cultures within PP.

Serious Leisure's contribution to integral human development in nursing home care

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Background: Interventions aiming to promote and operationalize the concept of integral human development (IHD), particularly in the field of ageing, are still lacking. We present a pilot training project in Serious Leisure (SL) for professionals in the field of ageing, to promote IHD in elderly people in the context of institutionalisation. The training sessions have a practical and theoretically orientated approach and the relationship between the concepts and different themes associated with it are addressed (e.g.: positive psychology, spirituality, empathy, leadership). Dynamics and pedagogical resources were specifically developed for this purpose.

Aims: To contribute to a greater understanding towards SL in old age, in professional practice and in IHD promotion for those involved. *Method:* This is a 30-hour face-to-face training programme, aimed at different professionals, regardless their position/academic degree. Sample: 10 institutions and 87 professionals from Portugal. After the training a focus group was conducted. We present part of a larger research project ongoing.

Results: (Focus Group) All the participants perceived gains e.g.: personal/interpersonal ("improved relationships between colleagues through knowledge and sharing of opinions (...); professional practice ("the awareness that I have to think"); perception of the elderly person: "think (...) that the activity serves to make that person feel full. An integral person", and the discovery of SL as "an absolute novelty".

Conclusion: The programme is relevant to promoting the concept of IHD in the different stakeholders, with the potential to impact care practices, in care facilities.

South African University Students' Experience of a 6-week Character Strengths Program

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Background: Leveraging one's character strengths is linked to improved well-being, happiness, and success in various life aspects, including academics and relationships. While extensively studied in higher education, there is limited insight into the character strengths of students in South African universities.

Aims: This study explores the experiences of 612 university students at the University of Cape Town enrolled in a 6-week character

strengths program. The program aimed to help students discover and cultivate their personal strengths, and was based on the VIA Character Strengths Model's six virtues and 24 character strengths.

Method: The study incorporated data from 306 students who completed the VIA Strengths Survey and 55 students who participated in a program evaluation survey. The program spanned six weeks, incorporating daily messages on WhatsApp to support the exploration of character strengths.

Results: The VIA Strengths Survey revealed "Appreciation of Beauty" as the highest strength and "Persistence" as the lowest. Program evaluation results indicated increased self-awareness and understanding of applying character strengths. Daily messages on WhatsApp were reported as beneficial, promoting overall well-being. These findings empirically support the positive impact of the character strengths program.

Conclusion: The study contributes to understanding character strengths among South African university students, contributing valuable

insights for educators, counsellors, and institutions seeking to support the holistic growth of students, and aligning with the broader global research on character strengths and well-being in higher education.

Status of Flourishing among Indian Emerging Adults

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Emerging Adults (18 to 28 years) comprise 22% of India's population (261 million people). There has to be an understanding of what is their present status of flourishing.

NIRMAN, a program committed to nurturing prosocial purpose among the emerging adults in India, has developed a comprehensive flourishing framework. We developed an online questionnaire based on the framework to assess the status of flourishing among the Indian emerging adults and circulated it through our website and social media. The questionnaire consisted of total 50 statements across 7 different domains of flourishing including Physical Health, Psychological Well-Being, Character Development, Social Relationships, Professional Development, Life Skills and Social Contribution. Each statement had to be scored on a Likert-type scale with 6 possible responses. Out of the 1672 responses received between June 2021 to March 2022, we analyzed 1431 entries that were in the age range of 18 to 29 years. Respondents (N=1431) included 51% males and 49% females; mean age was 22.24 years (SD = 2.82 years); 61% were students, 16% were employed or doing business, 20% were preparing for next educational or professional exams and 3% were unemployed.

The lowest percentage of flourishing was in the domain of Professional Development (45.91%) whereas the highest was in the domain of Physical Health (71.56%). Across various domains, on an average just more than half of the candidates (57.08%) were flourishing.

The present study presents the flourishing status for Indian emerging adults for the first time.

Strengthening the future: A resilience intervention for youth

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Background: India's youth bulge (18-24 years), an irreplaceable asset for the country's development, faces various challenges due to the transformative socio-economic environment. It becomes crucial to enable and prepare them to positively adapt to these circumstances by relying on their internal positive personality traits —character strengths (CS).

Aims: Guided by a cognitive-behavioural framework rooted in Polk's resilience theory, this study aimed to investigate the impact of character strengths intervention (CSI) on cognitive flexibility (CF) and resilience.

Method: A multi-method approach with cross-sectional and longitudinal designs was employed.

Results: Study 1 (N=279) tested the relationship between CF and resilience. A good model fit was achieved, and regression analysis revealed that CF explained a statistically significant (10.7%) proportion of variance in resilience, $R^2 = 0.107$, $\beta = 0.481$, $p < .001$.

A multi-site field CSI was conducted in Study 2 (N=130, Mage=19.55 years). The CSI modules were developed by synthesising and integrating existing practices, incorporating elements of cinematherapy with culturally relevant positive psychology movie examples. Significant differences were found between the experimental (n=80) and control (n=50) groups on CF ($\eta^2p=.11$) and resilience ($\eta^2p=.08$). Additionally, CF significantly mediated the effect of CSI on resilience.

Conclusion: Elucidating the essential role of CF, this study contributes to the evolving research on the cognitive factors that enable resilience. The framework mobilises efforts in this field towards a unifying theory of resilience. The activities and techniques from CSI were found to enable students to deploy their CS flexibly in various facets of their lives and maximise resource utilisation.

Strengths of Sharing, Strengths of Deception: A Behavioural Examination

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Background: Character strengths (CS) are positive personal traits, expressed behaviourally, cognitively, and emotionally. While CS criteria explicitly suggest they bear moral value and are non-diminishing to the self and others, studies examining their role in actual prosocial or moral behaviour appears to be lacking.

Aims: Provide initial behavioural validation to CS role in actual prosocial behaviour. CS of self-regulation, fairness, modesty, kindness and love were examined.

Method: Participants (N = 149) self-reported on their CS and engaged in a resource sharing task that allowed for deception and encouraged profit maximization, at the expense of supposed game partners. Prosocial behaviour was recorded as the tendency to achieve fair sharing of resources and as participants' tendency to engage in deception.

Results: Fairness was related to one's striving for equal sharing of points ($r=.19$, $p < .05$), while the degree of deception was related to the CS of fairness ($r=.17$, $p < .05$) and modesty ($r=.15$, $p < .05$).

Among deceptive individuals the CS of love ($r=.27$, $p < .01$), fairness ($r=.21$, $p < .05$) and modesty ($r=.29$, $p < .01$) were related to equal sharing. Among non-deceptives equal sharing is inversely related to self-regulation ($r=-.23$, $p < .05$) and modesty ($r=-.29$, $p < .05$), contributing to greater profit-maximization.

Conclusion: CS are related to different types of prosocial behaviour. Further, CS appear to play a balancing role, helping individuals that engage in antisocial behaviour to achieve their goals without diminishing others, and keeping those that are initially prosocial from diminishing themselves.

Supporting Teachers' Mental Health through Schoolwide Positive Psychology Practices Targeting PERMA-H

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Background: Teachers experience high levels of stress, leading to burnout and attrition, and negatively impacting student behavior and educational outcomes (Herman et al., 2018). There is minimal research surrounding ways to reduce stress AND improve well-being.

Aims: We will describe a university-school partnership throughout the 2020-21 school year, enacted to provide positive mental health supports to foster educator well-being. We will summarize the content, activities, and assessment strategies utilized, and change in teacher mental health throughout the professional development (PD).

Method: This case study included 76 educators in an inner-city public elementary school in the U.S. The 15-week PD series

helped teachers develop fluency with positive activities addressing Positive Emotions, Engagement, Relationships, Meaning/Purpose, Accomplishment, and Health (PERMA-H) targets through personal use and reflection. The PD used didactic training sessions, peer collaboration, self-directed activities, and job-embedded coaching. Teacher well-being was monitored through individual assessment of psychological and occupational well-being before each of five didactic workshops; teachers received private score reports.

Results: Analysis of individual growth curves indicated statistically significant increases in educator life satisfaction ($t = 3.68$, $p < .001$) and flourishing ($t = 2.03$, $p = 0.047$), and reductions in stress ($t = -2.86$, $p < .01$) over the course of the PD. In a post-intervention acceptability survey, mean levels of acceptability were highest for didactic workshops, and also positive for team-based discussions and individual coaching.

Conclusions. Attendees will learn an evidence-based framework for monitoring teachers' complete mental health, and professional learning that includes positive psychology practices that foster teachers' positive mental health. teacher well-being; positive psychology interventions; positive education.

Tackling social disconnection: An umbrella review of RCT-based interventions targeting social isolation and loneliness

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Background: Social isolation and loneliness are urgent public health concerns associated with negative physical and mental health outcomes. Understanding effective remedies is crucial in addressing these problems.

Objectives: To synthesize and critically appraise scientific evidence on the effectiveness of social isolation and loneliness interventions overall and across subgroups. We focused on systematic reviews (SRs) of randomized controlled trials (RCTs).

Methods: We searched seven databases (June 2022 and updated June 2023) and supplemented the search with grey literature and reference screening to identify SRs published since 2017. Screening, data extraction, and quality assessment using the AMSTAR2 tool were conducted independently by author pairs, with disagreements resolved through discussion.

Findings: We included 29 SRs, 16 with meta-analysis and 13 with narrative synthesis. All SRs focused on loneliness, with 12 additionally examining social isolation. Four SRs focused on young people, 11 on all ages, and 14 on older adults. The most frequently examined intervention types were social (social contact, social support), psychological (therapy, psychoeducation, social skills training), and digital (e.g., computer use and online support). Meta-analyses indicated small-to-moderate beneficial effects, while narrative synthesis demonstrated mixed or no effect. Social interventions for social isolation and psychological interventions for loneliness were the most promising. However, caution is warranted due to the effects' small magnitude, significant heterogeneity, and the variable quality of SRs. Digital and other interventions showed mixed or no effect; however, caution is advised in interpreting these results due to the highly diverse nature of the interventions studied.

Conclusion: This overview of SRs shows small to moderate effectiveness of social interventions in reducing social isolation and psychological ones in tackling loneliness. Further rigorously conducted RCTs and SRs are needed to guide policy decisions regarding the implementation of efficacious and scalable interventions. Evaluation should focus on both preventive structural interventions and tailored mitigating strategies that address specific types and causes of loneliness.

Teaching happiness to students – implementation and evaluation of a program aiming at promoting well-being in elementary schools

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Since the beginning of the COVID-19 pandemic, the prevalence of mental disorders in children and adolescents has increased significantly. Evidence shows that childhood mental disorders can have serious consequences on psychosocial, cognitive, and physical development. Approaches from Positive Education go further than the urgently needed prevention of mental disorders by aiming directly at promoting subjective, psychological, and social well-being. The present study describes the implementation of a brief program to promote well-being in 15 elementary schools. For this purpose, in a regular university seminar, students of teaching and educational science were instructed to give 11 "happiness lessons" for fourth graders in a team of two and in the presence of the class teacher over the course of three months. Quantitative data were collected from children and parents in the treatment group classes and in the parallel classes serving as the waiting control group at four measurement points (pre, post, 1- and 2-month follow-up). We assessed psychological well-being, negative emotions & moods, parent support & home life, perception of the school environment, and self-esteem of the children with established instruments with versions for children and their parents and the frequency of positive and negative emotions of the children in self-report only. Additionally, we applied ad hoc items on subjective perception of the project and open questions in the treatment group. Data were analyzed with EffectLiteR using multigroup structural equation models. Results showed a small significant effect for negative emotions with the children's data and a medium effect for psychological well-being in the perception of the parents at the 1-month follow-up. Interaction effects suggest that lower baseline levels in parent support & home life and self-esteem would increase the treatment effect for these constructs. While the analysis of quantitative data shows little significance, the answers to satisfaction items and open questions on the perception of the program are highly positive. The need for more grounded framework in positive education and the inclusion of more qualitative methods as well as suggestions to improve the program in the sense of a whole-school approach are discussed.

Teaching Kindness and Compassion: An Exploratory Intervention Study to Support Young Children's Prosocial Skills in an Inclusive ECEC Setting

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In this exploratory intervention study, the aim was to teach 5–7-year-old children prosocial skills in an inclusive Finnish early childhood education and care (ECEC) setting. The intervention programme was based on previous studies and helps fill a gap in how to promote prosocial behaviour in an ECEC setting encompassing children with diverse needs. The theoretical framework draws on research on character strengths in the field of positive psychology, particularly what the literature refers to as the strengths of the heart, namely kindness and compassion. The study follows the methodological framework of pragmatism and a mixed-methods research perspective. Research methods include questionnaires and interviews with children ($n = 23$), some of their guardians ($n = 8$) and ECEC teachers ($n = 2$). The results were two-fold. With the picture-based questionnaires

re, the pre–post measures showed little advancement. However, individual interviews revealed developments in children’s prosocial thinking that also translated into concrete actions. These findings were further supported by the positive feedback received from teachers and guardians. The contents of the programme can be integrated into daily, inclusive ECEC pedagogy. Methodologically, the intervention design serves as a starting point for the further development of data collection practices that capture children’s voices in ECEC.

The Contribution Of Empathy To Mother’s Disintegrative Responses In The Context Of Infant Care

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Background: Maternal disintegrative responses consist of intrusive thoughts and dissociative experiences in the context of infant care. They are perceived as highly threatening to mothers, impacting how they relate to their offspring.

Aims: Leaning on a positive psychology strengths approach, we sought to examine the contribution of maternal empathy-related components (fantasy, empathic concern, perspective-taking, personal distress), to maternal disintegrative responses among mothers to infants.

Method: First, a clinical case study demonstrating maternal disintegrative responses was analyzed to gain insights to this phenomenon. Then, 405 Israeli mothers, whose child was 1-12 months old, gave their informed consent to participate and completed self-report measures tapping empathy, maternal disintegrative responses, and demographic characteristics.

Results: Higher empathic concern was associated with less dissociative experiences, whereas higher levels of the empathy components of fantasy and personal distress contributed to greater intrusive thoughts and dissociative experiences. Parity moderated the association between empathy and maternal disintegrative responses.

Conclusions: The study expands the understanding of the importance of empathy and its role in maternal disintegrative responses in infant care. Moreover, it emphasizes that empathy is a complex concept, which has aspects that contribute to the mother-infant dyad, but in parallel, consists of other aspects (identification and merging with the infant) which may elicit disintegrative responses in the mother. The findings may raise professionals’ awareness to disintegrative responses of mothers, especially with their first offspring, and highlight the complex role of empathy.

The Effect of Everyday Inner Conflicts on Well-being

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Decisions are made to enhance the well-being of the decision-maker. However, people often struggle to choose between opposing alternatives before reaching decisions. This agonizing deliberation termed inner conflict was central to psychological theories of the early 20th century, however today the phenomenology of inner conflict is largely absent from decision, paradox, and dilemma theories. We revisit the concept of inner conflict and show its ongoing cognitive, emotional, and behavioral influence on well-being. First, we define inner conflict as a state in which none of the considered alternatives is deemed sufficient to satisfy all salient needs. Each opposing alternative (e.g., for asking for a raise, and against asking for a raise) can satisfy only some needs but not others. Second, we put forward an inner conflict theory proposing that (a) people experience an ongoing and wide range of inner conflicts over their lifespan, from mundane to life-changing. (b) these inner conflicts focus one’s attention on various needs and interests and evoke both non-specific (e.g., distress) and unique emotions (e.g., feeling torn), (c) processing inner conflict follows known strategies of negotiation, including coercive (either-or) versus integrative (and-and) strategies, and (d) the chosen strategy has a predictable effect on well-being—the more integrative, the higher the well-being, and the lower the regret and procrastination. We conclude that inner conflict theory can help navigate inner conflicts over one’s lifespan and support well-being by better understanding, befriending, and managing the challenges and opportunities that arise when people are of two minds.

The Ethical Path to Wellbeing

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Background: Ethics was once routinely espoused by philosophers as central to well-being, but it remains an underexamined pathway within wellbeing science.

Aim: This project aims to examine the impact of ethical on wellbeing from an empirical perspective.

Methods: The research includes three studies. Study 1 involved 181 participants undertaking a cross-sectional survey with wellbeing scales and measures around ethical clarity. Study 2 was an experimental paradigm where 356 participants were randomly allocated to either the experimental condition (where they visually constructed their own ethical framework) or to a control group. Study 3 was a randomized waitlist control trial assessing the wellbeing impacts of an ethics training intervention.

Results: In Study 1, we found a significant positive association between ethical framework clarity and well-being—a relationship mediated by the extent to which having a clear ethical framework helped participants to make sense of the world (coherence). In Study 2 we did not find a main effect of condition, but we replicated the findings of Study 1, and we also found that participants who initially reported lower ethical framework clarity reported significantly higher well-being after receiving the ethical framework prime compared to the control group. In Study 3 we found that completing the ethical training intervention led to increased wellbeing.

Conclusions: This is the first study we know of that empirically demonstrates the relationship between ethics and wellbeing. This has practical implications regarding the wellbeing effects of ethics trainings and can inform well-being theory—bringing ethics into well-being science.

The Good Life Network: A Value-Based Approach to Wellbeing

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Background: Both scholars and policy makers have increasingly become interested in how individuals can lead a good life. However, the majority of these efforts are merely focused on subjective wellbeing or life satisfaction. This construct may represent a limited conception of wellbeing as a whole, and does not align with what people themselves seem to consider important

in their lives. Recent advances in the wellbeing field advocate a new analytical approach: network analyses. This approach investigates relationships between wellbeing indicators without assuming any delineated subdomains, honoring the highly clustered and interconnected nature of wellbeing domains. Yet, again, the work of this emerging field only includes a small subset of relevant wellbeing indicators and are mostly aimed at subjective wellbeing.

Aims: Therefore, we extend this line of research by including a comprehensive set of wellbeing indicators. More importantly, we adopt a value-based approach to wellbeing, i.e., measure ideas about the good life based on what people report to find important in such a life. *Method:* Specifically, we will conduct network analyses with items related to life satisfaction, positive affect, negative affect, social relationships, competence, morality, meaning/purpose, health, security, and freedom/autonomy using European Social Survey data.

Results & Conclusion: While the study is currently ongoing, our approach will allow us to observe how a wide variety of wellbeing indicators are related to each other and provide novel insights in the constituents of what we call The Good Life Network. In doing so, we seek to contribute to a more nuanced understanding of wellbeing and its interconnected, value-laden nature.

The How-to Parenting Program : A randomized controlled trial evaluating its impact on need-supportive parenting behaviors

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Background: Self-determination theory research shows that supporting children's basic psychological needs for autonomy, competence, and relatedness promotes their development and psychological health (Joussemet et al., 2008). However, most evidence-based parenting programs only include behaviors that can actively support two of the three psychological needs (relatedness and autonomy or relatedness and competence; Bunting, 2004). The How-to Parenting Program (Faber & Mazlish, 2000) stands in contrast to these programs in teaching behaviors that can support all three psychological needs. Its efficacy, however, remains poorly documented.

Aims: The goal of this study was thus to assess the impact of the How-to Parenting Program on key need-supportive parenting behaviors, namely autonomy support, affiliation, and structure. We expected all three parenting behaviors to improve after program participation.

Method: A total of 293 parents, recruited in elementary schools, participated in a randomized controlled trial. In each school, parents randomized to the experimental group (How-to condition) received the program immediately, while others received it 14 months later (waitlist condition). Parents reported on their parenting behaviors at pre- and post-intervention as well as at six- and twelve-month follow-ups.

Results: Multilevel analyses showed that parents in the How-to condition reported more autonomy support than parents in the waitlist condition at post-intervention and, for those with lower baseline scores on affiliation or structure, more affiliation, and (potentially) structure, respectively. Post-intervention differences remained stable over one year.

Conclusion: Results suggest that the How-to Parenting Program could yield long-term improvements in parents' need-supportive behaviors, ultimately fostering children's development and psychological adjustment.

The Impact of Automated Coaching on Daily Experiences at Work

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The workplace coaching industry continues to grow, and much of this growth is happening through technology-based applications that are designed to enhance coaching accessibility and scalability. Despite the increasing adoption of these technological innovations among practitioners, we have little understanding of the theoretical mechanisms by which these technologies impact coachees. Further, rigorous research examining the outcomes of these applications is lacking. This study focused specifically on automated coaching, a nascent but growing type of coaching program that allows users to access customized insights about themselves and their colleagues in a digital application. We applied Conservation of Resources theory (COR) to examine how engagement in an automated coaching platform confers resources to employees on a day-to-day basis. In an experience sampling study of 84 employed users of an automated coaching platform, we found that engagement in automated coaching significantly increased metacognitive activities and relational energy on a daily basis. Further, these effects spilled over, positively influencing next-day need for self-knowledge and positive affect, respectively. We discuss the theoretical and practical implications of these findings.

The impact of daily social interactions on evening mood: The role of perceived interaction positivity and diabetes status

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Background: Long-term effects of social factors on well-being are well-established. However, daily associations between social interactions and mood, especially in the context of diabetes, remain largely unexplored. People with diabetes face unique health challenges, potentially influencing their reactivity to social interactions.

Aims: To examine the impact of the number and positivity of social interactions throughout the day on that evening's mood and whether diabetes status has a moderating effect.

Method: Sixty-one adults (60.7% female; median age-category 50-54 years) with (52.5%) and without diabetes downloaded the Beiwe smartphone app. Each evening for two months, participants recorded the number of social interactions experienced that day and rated the positivity of the most positive interaction (10-point scale). They then rated their current mood (happy, sad, stressed, angry; 10-point scale). Dynamic structural equation modelling assessed the impact of the number and perceived positivity of daily interactions on that evening's mood.

Results: Number of daily interactions was significantly associated with evening happiness ($\beta = 0.10$, $p < 0.001$). Positivity of daily interactions was significantly positively associated with happiness ($\beta = 0.46$) and negatively with sadness ($\beta = -0.27$), stress ($\beta = -0.24$) and anger ($\beta = -0.24$) (all $p < 0.001$), that evening. Diabetes status moderated the impact of interaction positivity on stress ($\beta = -0.17$, $p < 0.05$).

Conclusion: Any protective effect of social interactions on daily negative mood may hinge more on the perceived positivity of interactions than their sheer number. The protective effect of positive interactions on stress may be less pronounced for individuals with diabetes.

The impact of Early Life Adversity on Mental and Physical Health: The Role of Spirituality and Forgiveness

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Adverse childhood experiences (ACEs), defined as traumatic events that occurred during childhood, predict mental and physical health throughout the lifespan (CDC, 2022; Pilkington et al., 2021). The current study assessed the effects of ACEs on physical/mental health and the mitigating effects of spiritual well-being and forgiveness. Participants (N=579; Mean Age= 19.33 years, SD =2.09; 49.2% females) at a University in New York, USA completed surveys assessing Adverse Childhood Experiences Scale (ACEs), Self-Rated Health, Somatic symptoms, Spiritual Well-Being, Depression Symptoms, and Forgiveness. Results indicated that adverse childhood events predicted lower spiritual well-being, forgiveness, poorer self-reported health, greater number of somatic symptoms and depressive symptoms in adulthood. Data from the study did not support a moderation effect of spiritual well-being on self-reported health, somatic symptoms, and symptoms of depression. Forgiveness did not mediate the relationship between early life adversity and somatic symptoms; however, it mediated the relationship between early life adversity and self-reported health and depressive symptoms. These data suggest that consistent with prior research exposure to adverse childhood experiences is a potential risk factor for mental and physical health issues later on in life; and may hinder the development of coping skills such as spirituality and forgiveness. Spirituality suggests a connection with a higher power/meaning and forgiveness is associated with letting go of negativity toward the transgressor. Hence forgiveness may mitigate effects of ACEs compared to spirituality. The potential for forgiveness as an intervention may be explored in future studies to mitigate the long-lasting negative impact of ACEs on health.

The Impacts of Self-Development on Leaders’ Psychological Well-Being: Quasi- Experimental Longitudinal Evidence in Executive Education

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There is a growing emphasis on understanding and promoting mental health and well-being in the workforce. Leaders’ well-being can be especially important as it can spillover to shape employees’ functioning and impact organizational decisions. In the current research, we approached self-development as a potential avenue for promoting leaders’ well-being and focused on the executive education context to test its impact. We specifically studied the short-term (two-weeks) and long-term (six-months) impacts of self-development on leaders’ well-being in a four-week psychoeducational executive education program. Our sample included fourteen cohorts of senior leaders participating in the program and a matched control group (N = 1,562). We find that over the short-term, the program had a significant positive impact on personal growth and sense of purpose in life, reduced stress, and increased perceived health. At the six-month follow-up, the changes largely reverted to baseline, evidencing a treadmill model for well-being. Qualitative analyses documented the specific features of the self-development process that were conducive for well-being and explained potential reasons why changes in well-being were sustained (or not) as leaders returned to stressful work environments. These findings point to self-development as a potential avenue for fostering well-being among leaders - one of the most influential actors in the organizations - at a time when the well-being crisis in the workforce has significant human and organizational costs.

The nature and importance of balance and harmony in life: New global insights from the Gallup World Poll

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Background: The interrelated concepts of balance and harmony have been relatively neglected in wellbeing scholarship (despite featuring in prominent notions like work-life balance). One explanation is the Western-centric nature of such scholarship, with balance and harmony having received less attention in the West compared to other cultures. However, aligning with broader efforts to redress the Western-centricity of scholarship, there is now an emergent literature exploring balance and harmony.

Aims: This paper adds to the burgeoning understanding of this topic by presenting the most comprehensive global study to date of these concepts, involving data from the Gallup World Poll.

Methods: We focus on a new eight-item module of questions pertaining to balance and harmony – together with the associated phenomenon of low arousal positive states – that featured in the 2022 Gallup World Poll, covering 142,601 people across 142 countries.

Results: A factor analysis generated a four-component solution, with balance differentiated from harmony, and low arousal positive states differentiated into dimensions of stability and peace. The results further showed the relevance of these components to wellbeing (specifically, life evaluation). *Conclusion:* The analysis suggests this module can serve as a useful psychometric scale for Balance, Harmony, Stability, and Peace – concepts which have hitherto received relatively little attention individually and certainly collectively. This study provides a foundation and a spur for future research that can help further elucidate the nature and importance of these vital yet elusive concepts.

The Need to Radically Reformulate Our Understanding of What Wellbeing Means as Humans

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Background: Positive psychology has both drawn on and created vast oceans of research on wellbeing, flourishing, and the Good Life. Nearly all of this research, and nearly all of the practices that have been developed from this research, focuses on an individual's perceived wellbeing as the unit of analysis. The area of nature and wellbeing illustrates this trend, as well as its inherent weakness.

Aims: This talk aims to show how an individual wellbeing-focused positive psychology has fallen short of its vision, and how a new reformulation is needed.

Method: Reviews of published research in positive psychology will be used to demonstrate the disproportionate emphasis in the field on individual wellbeing as the unit of analysis. Even research on nature connectedness/nature relatedness shows signs of this emphasis. *Results:* The argument will be made that while we are increasingly attentive to how nature can help improve our individual wellbeing, we are engaged in a radically asymmetrical relationship with nature. While we seek to harvest greater wellbeing from nature, we do little to ensure that nature will survive its relationship with us. However, if we change our understanding of the meaning of wellbeing and engage in beneficent stewardship of nature, we can establish the virtuous cycle that is the full promise of positive psychology.

Conclusion: By growing beyond a narrow, individual wellbeing level of analysis, we can extend the field in ways that empowers it to strengthen both human wellbeing and the natural world that provides our necessary wellbeing resources.

The nexus of relational peace: Character strengths and wellbeing in close interpersonal bonds

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Background: Relational peace is defined as the harmonious interaction between two individuals characterized by the exchange of opinions, and cooperation, as well as respect, recognition, and acceptance of each other. It is a particularly understudied concept in the field of Positive Psychology, and little is known regarding its associations with wellbeing indices and character strengths.

Aims: This study aims to explore the relationship between peace in close interpersonal relationships, character strengths, and both subjective and interpersonal wellbeing of adults.

Methods: This study involved a global sample of 8,000 adults (ages 18 - 75), who completed the VIA Inventory of Strengths – Positive, the Relational Peace Scale, the Satisfaction With Life Scale, the Harmony in Life Scale, and questions regarding close relationship demographics, quality, and satisfaction.

Results: The results indicated that peace in close interpersonal relationships is positively correlated with life satisfaction and harmony in life, relationship satisfaction, and perceived support from the partner. Furthermore, it was found that 12 out of the 24 character strengths are related to increased levels of peace in close interpersonal relationships. However, the type and qualitative characteristics of the close interpersonal relationship were found to play a significant role in the aforementioned relationship.

Conclusion: The results shed light on the beneficial effects of feeling peace in close interpersonal relationships while enriching the existing literature on the associations of character strengths with positive relational outcomes. The findings will be discussed based on the existing literature, and suggestions for their utilization in positive psychology interventions, counseling, and psychotherapy.

The Philosophy of Happiness: A Tension Resolved

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At the heart of the philosophical debate concerning the nature and significance of happiness lies the dispute between eudaimonism in its various forms (Aristotle, Epicurus, the Stoics) and hedonism (from Bentham to Layard and Kahneman). Underlying the philosophical debate, I want to suggest, lies a triad of claims that, though plausible, seem to be incompatible. (1) To be happy is to be in a psychological state. (2) In leading a happy life, one leads a life that is good in terms of personal value. (3) There is more to a good life in terms of personal value than feeling happy. Hedonists accept (1) and (2), and deny (3). Eudaimonistic theories think of happiness as the final end for human beings, i.e. they accept (2). However, as a good life is not based on smiley-face feelings (as Julia Annas has said), they deny that happiness can be captured in purely psychological terms. Contemporary philosophers of happiness, like Dan Haybron, accept (1) and (3) but deny (2). For him, there is more that can make a life go well than happiness, for example, achievement. In this paper, I will suggest that the conflict between the three claims can be resolved if we see happiness as an emotion that, like other emotions, has conditions of appropriateness. Happiness needs to be appropriate to make a life go well. This explains important features of happiness, e.g. that it is best pursued indirectly.

The positive psychology of negative affect

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Although negative affect is often associated with poor mental health, evidence increasingly implicates that it may play an important role in the development of psychological well-being. This is still an underdeveloped research area, though, and many inconsistencies in understanding the dynamics between negative affect and psychological health exist. This paper contributes to the debate by reporting on the integrated findings of a larger project on the cause-effect relationship between negative affect and self-regulation. Interactive Qualitative Analysis, a multi-method approach aiming to provide a systems' understanding of behaviour, was applied to achieve the aims of the study. Participants (n = 263) were adults reporting negative affect in response to one of five adverse situations (interpersonal conflict, blocked life goals, being a member of a minority racial group, having an emotional absent father, or coping with an abortion). Results consistently show that negative affect is not merely a challenge individuals need to overcome, but rather act as an important resource in a dynamic process of regulating one's own behaviour and developing resilience during adaption to adversity. The implication of the findings for positive psychology will be critically discussed.

The Power of “Thank You”: Exploring the Effects of Received Gratitude on Employees’ Burnout and Basic Psychological Needs through a Multilevel Approach

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Background: Existing literature suggests that gratitude is a key ingredient for employees’ well-being. However, most previous research examined the benefits of feeling grateful in the workplace and fewer studies investigated the effects of receiving gratitude.

Aims: In this study, we argued that receiving gratitude might protect employees from burnout. Specifically, we hypothesized that received gratitude at work would be related to lower exhaustion and disengagement at the between- and within-person (day) levels and explored whether the basic psychological needs would mediate these relations. Moreover, we explored the temporal relations between daily received gratitude and next-day burnout.

Method: A sample of 189 Romanian employees completed daily surveys during one workweek. The questionnaires assessed the amount of gratitude participants received from their supervisor, colleagues, and beneficiaries, their level of burnout, and the satisfaction of their needs for autonomy, competence, and relatedness.

Results: Multilevel analyses indicated that received gratitude was negatively associated with burnout at the between-person and day levels. These relations were explained by autonomy and relatedness at the between-person level and by autonomy and competence at the day level. However, daily received gratitude did not predict next-day burnout.

Conclusion: These findings suggest that received gratitude conveys to the employees that they are competent, valued, and in control of their actions, which helps protect them from exhaustion and disengagement. However, in order to fully harness the advantages of gratitude expressions, it is essential for organizations to make them a daily practice.

The relationship between 5c indicators of positive youth development, self-compassion, and well-being in adolescents

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The promotion of mental well-being is extremely important in adolescence, given that adolescents are particularly vulnerable to mental health problems. Previous findings suggest that certain indicators of positive youth development and self-compassion could be factors that support the mental well-being of adolescents.

The aim of this study, conducted within the project “Testing the 5C model of positive youth development: traditional and digital mobile measurement (P.R.O.T.E.C.T.) (UIP - 2020 - 02 - 2852)” funded by the Croatian Science Foundation, was to examine the predictive contribution of indicators of the 5c model of positive youth development, self-compassion, and their interaction in explaining adolescents’ mental well-being.

A total of 3,559 adolescents enrolled in the first grade of high school (Mage = 15.12, SD = .39), of which 54% were girls and 43% were boys, participated in the study. The Short version of the 5C model questionnaire, Self-compassion Scale for Youth, and Warwick-Edinburgh mental well-being scale were administered online using the SurveyMonkey platform.

The collected data were analyzed in Hayes PROCESS (Hayes, 2013). The obtained results showed that all tested models were statistically significant. Adolescents who reported higher levels of competence, character, confidence, and connectedness, as well as higher levels of self-compassion, also reported higher levels of mental well-being. Moreover, self-compassion moderated the relationship between confidence and mental well-being. The mentioned predictors explained between 37% and 57% of the variance of mental well-being.

The obtained results have important implications for promoting the mental well-being of adolescents which will be discussed in the presentation.

The role of resources supporting positive behavior of witnesses of cyberbullying

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Positive psychology provides knowledge for promoting positive behavior and preventing behavior related to online violence.

The planned experiment was aimed at determining personal characteristics and situational properties that can strengthen the positive behavior of witnesses of cyberbullying and direct their behavior to support the victim of cyberbullying. The research involved 480 participants, social media users aged 18-26 years, and was conducted in a fictional environment resembling Facebook in design and color. Participants were given the option to respond to an attacker’s offensive comment by choosing the ‘Like’ option and selecting a comment to appear under the post in their name, opting for the ‘neutral’ option, indicating a passive response to cyber-aggression, or clicking ‘I don’t like it.’ As a result, it turned out that a high level of empathy, prosociality and a low level of aggression promote positive behavior towards situations of experiencing cyberbullying. The obtained results may be used in the prevention and treatment of risky behavior on the Internet.

The Role of Servant Leadership in the Relationship between Work Intensification and Thriving at Work: A time-lagged moderated mediation design

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Background: In the context of the rising global trend of work intensification driven by technological advancements, concerns have surfaced regarding employees’ capacity to thrive at work. Despite these concerns, there is a scarcity of empirical research exploring the link between work intensification and the ability of employees to thrive, and the role played by leaders.

Aims: This study, employing the Job-Demand-Resource and Conservation of Resources frameworks, has a dual objective.

Firstly, it seeks to explore both the direct and indirect effects of work intensification on employee thriving. Secondly, the study aims to examine the impact of servant leadership on the relationship between work intensification and employee thriving.

Method: Employing a three-wave time-lagged design spanning six months with 234 participants from diverse organizations in Ghana, online surveys were administered at three-time interval of two months.

Results: Surprisingly, the findings revealed a direct positive link between work intensification and thriving at work. Conversely, an indirect effect demonstrated that work intensification decreased thriving by escalating work-family conflict, leading to decrease in positive affect. However, the presence of servant leadership acted as a mitigating factor, attenuating the negative impact of work intensification on thriving at work through its influence on work-family conflict and positive affect.

Conclusion: In conclusion, this study provides nuanced insights into the complex relationship between work intensification and employee thriving, underscoring the crucial role of leaders in fostering employee thriving and wellbeing at work, particularly in the face of increasing work intensification.

The Role of Spiritual Intelligence and Self-Compassion as Predictors of Perceived Stress and Psychological Resilience among University Students in India during COVID-19

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Background: The COVID-19 pandemic affected university students across the world. Further, the closure of universities globally to reduce the spread of COVID-19 contributed to the decline in the mental health of university students. Consequently, spiritual intelligence and self-compassion are influential variables in buffering the negative effects of stress and enhancing resilience among university students.

Aims: The aim of the study is to understand the relationships between spiritual intelligence, self-compassion, perceived stress, and psychological resilience among university students. Further, this study aims to explore perceived stress and psychological resilience among Indian university students during COVID-19 based on socio-demographic variables.

Method: For data collection, a sample of 140 university students in India was selected using convenience sampling. The data collection tools included a Demographic Information Sheet, Spiritual Intelligence Self-report Inventory, Self-Compassion Scale Short Form, Perceived Stress Scale, and Connor Davidson Resilience Scale. Two independent sample t-tests and four simultaneous regression analyses were used to analyze the data.

Result: The study found that spiritual intelligence predicted an 11.4% variance in stress levels and a 51.7% variance in resilience levels of university students. Further, self-compassion predicted a 23.7% variance in stress levels and a 33.5% variance in resilience levels of university students.

Conclusion: The research recommendations include positive psychology researchers to explore the impact of spiritual intelligence and self-compassion with psychological resilience and different types of stress in the context of university students in the Indian and Western contexts to enhance our understanding of psychological resilience.

The Role of the Family in Parental Well-Being and Depression During the COVID-19 Pandemic

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The COVID-19 pandemic brought unprecedented changes to family life for many parents (Gassman-Pines et al., 2020; Prime et al., 2020) which may have conferred risk or protection to parents (He et al., 2021; Peltz et al., 2021). Despite these changes, little is known about which family processes are particularly salient for parental mental health and well-being. The purpose of this project was to investigate whether any family processes may have influenced parental well-being during the pandemic. We analyzed data from 204 parents (MAge = 27.44, SDAge = 1.67, 73% female) of young children (MAge = 4.17, SDAge = 2.17). Participants reported on their COVID-19 related stress as well as their family's cohesion, conflict, and chaos in May 2020 and at a one-year follow-up. Additionally, parents reported their levels of life satisfaction and meaning in life. We conducted two multiple linear regressions with life satisfaction and meaning in life as the outcomes. Models included family cohesion, conflict, chaos, and COVID-19 related stress as predictors. Models also contained the dependent variable from the first wave as a control. Results indicated that the life satisfaction (R²=0.13, F(5, 120)=10.87, p<0.001) and meaning in life (R²=0.44, F(5, 120)=18.96, p<0.001), models were significant. Table 1 indicates family cohesion predicted life satisfaction and meaning in life one year later. These findings highlight the importance of family cohesion as a protective factor for parental mental health in times of great distress and uncertainty.

The Scholarly Terrain of the Study of Love: A Bibliometric Methods Approach

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Background: Research on love has been of interest to positive and traditional psychological sciences. Yet, we lack a comprehensive understanding of the depth and breadth of scholarly work on love.

Aims: Through bibliometric methods, we shed light on the (1) evolution of scientific investigations on love over time, and (2) emerging topics within scientific studies of love in the psychological sciences.

Method: We used the single-word search term "love" to capture a wide breadth of published documents. In two studies, we used a database of over 9,000 documents from Web of Science and leveraged two bibliometric methods: historiography (Study 1) and bibliographic coupling (Study 2).

Results: Study 1: Three prominent research clusters found in scientific investigations of love were: (1) research on romantic love (triangular theory) and intimate relationships, (2)—research on attachment theory and styles, and (3)—research on positive emotions, compassion and loving-kindness meditations.

Study 2: While some clusters were overlapping, peripheral clusters of research such as narcissism (self-love and egotism), neuroscience (e.g., oxytocin and neural processing), and loss of loved ones (e.g., bereavement, break-ups) emerged.

Conclusion: Specific scholars and documents on very niche topics of love (e.g., narcissism and self-love) may have been overshadowed by mainstream research on other love topics (e.g., attachment styles and romantic love). Results can inform researchers on what aspects of love have been the focus of scientific investigation over decades and what gaps exist in the knowledge domain of love, especially love as a construct.

The Socio-Ecological Factors Associated with Resilience in Refugees: A Systematic Scoping Review

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Despite the immense challenges to mental health faced by refugees, research consistently finds that many nevertheless demonstrate remarkable resilience. However, a systematic account of the scientific literature on resilience among refugees is currently lacking. This paper aims to fill that gap by comprehensively reviewing research on protective and risk factors affecting refugees' resilience across four socio-ecological levels: individual, family, community, and society. We conducted a systematic search in the databases PsycINFO, Web of Science, and SocINDEX, as well as contacting topic experts to seek out unpublished manuscripts. This yielded 223 studies (171 quantitative, 52 qualitative), which were subjected to systematic content coding. We found consistent evidence for substantive risk factors, including traumatic experiences and gender at the individual level and postmigration stress and unemployment at the societal level. We found social support to be a clear protective factor at the family and community levels. We discuss these findings in the context of policy and intervention programs, and make recommendations at different socio-ecological levels for supporting refugees' resilience.

The Why, What & How of Teaching Happiness

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Wellbeing classes have been taught worldwide at schools and universities over the past years. Recent review papers have found that most courses yielded significant, but often rather small increases in psychological wellbeing. So far little systematic thinking has been done on the why, what and how of psychoeducational courses. In my presentation I would like to offer a comprehensive pedagogy for happiness lessons in a nutshell.

Concerning the why of happiness classes, it is striking that three quite different aims for teaching such courses have been pursued. Of course, if the objectives vary, the outcomes could be dissimilar.

Although the what of happiness classes seems to be straightforward - it's about learning happiness! -, two distinct avenues have been considered to facilitate the learning process. The top-down approach likens happiness learning to language learning, the goal being wellbeing literacy. By contrast, the bottom-up approach contends that happiness classes must be a form of experiential learning. Both views have their strengths and weaknesses.

Finally, a five-point guide on the how of doing wellbeing courses well is provided. This guide is backed by (positive-)pedagogical concepts and illustrated with examples from my own happiness classes (which I have been teaching since 2016). In the end, it might come as a surprise (or not) that the five points link up pretty seamlessly with the five elements of the PERMA model. Concluding, it can be stated that the PERMA model may serve as a secret didactic manual for teaching good-quality courses on the good life.

The Whys of Gaming: A Cross-Sectional Study on the Role of Video Game Players' Motivations in Meaningful and Engaging Experiences

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Video games sometimes feature immersive narrative scenarios that elicit complex inner experiences such as the so-called transformative emotions (e.g., awe, elevation) and flow. However, it is still not clear whether both transformative emotions and flow depend mainly on a video game's characteristics or on players' motivation too. In this study, 119 gamers responded to ad-hoc questions about their experience of transformative emotions and flow state during video game play through a self-report questionnaire and their motivation to play (Gaming Motivation Scale, GAMS), which investigates different types of gaming motivation according to Self-determination theory: intrinsic motivation, identified regulation, introjected regulation, external regulation and amotivation. Regression analyses showed that (1) the frequency of awe experience in video games was predicted ($R^2=.52$) positively by intrinsic motivation, external regulation, and negatively by introjected regulation; (2) the frequency of elevation experience in video games was predicted ($R^2=.37$) positively by identified regulation; (3) the frequency of flow state experience in video games was predicted ($R^2=.58$) positively by intrinsic motivation, identified regulation, external regulation, and negatively by introjected regulation. The results highlight the importance to profile interactive media's users and to understand their complex motivations to play in order to design video games able to promote meaningful and engaging experiences. We also speculate about the utility of the results for other contexts, such as the design of gamified educational tools.

Theory Meets Technology: Empirical Insights from Two Digital-Based Positive Psychology Interventions

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While workplace strengths interventions are associated with enhanced well-being and performance, their practical application often faces challenges in accessibility and sustainability. Addressing these concerns, Positive Technology (PT), introduced by Botella et al. (2012), intersects technology with psychological well-being to improve and sustain personal experiences. PT offers digital solutions that can readily promote employees' strengths, overcoming traditional barriers (Gradito Dubord et al., 2022; Harzer et Ruch, 2018). Our current research highlights two PT applications. The first is the Totem app (app.totem.com), which encourages strength-based feedback in team settings, akin to the Character Strengths 360° activity (Niemiec, 2018). Employing Self-Determination Theory (Deci & Ryan, 2000) and a mixed-method approach, we evaluated Totem's impact on 395 full-time employees versus a control group of 61. Results showed significant gains in the experimental group's functioning, with varying effect sizes. Longitudinal analyses using a latent change score model (LCSM) linked post-intervention need satisfaction to improved work motivation, well-being, and team effectiveness over three weeks. The second study investigates the impact of a structured 4-week program offered by Nimble Bubble (<http://nimblebubble.com/>), which is designed to train managers in providing need-supportive feedback. The research design incorporates a longitudinal assessment approach, where participants are required to complete a questionnaire prior to commencing the program, immediately after its conclusion, and then again one month post-completion. Based on prior findings (Lemelin et al., 2023a; Lemelin et al., 2023b), we anticipate participants will enhance their feedback quality, motivation, and goal orientation, significantly more than those in a control group.

Thriving in the second half of life: Identifying predictors of a fulfilled life

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Recently, we introduced fulfillment in life as a new line of research. To date, little is known about which variables predict a fulfilled life. Self-efficacy and resilience are two core concepts known for positive adaptation and optimal functioning across the lifespan. This study aimed to investigate the predictive effect of these two constructs on a fulfilled life. The sample comprised 742 individuals in the second half of life (ages 40-89). Hierarchical regression analyses were used to test whether resilience and self-efficacy could predict cognitive and affective fulfillment over and above demographic, health, and social characteristics. The results indicated that self-efficacy and resilience explained between 11 and 20% additional variance in the fulfilled life dimensions. Notably, self-efficacy emerged as the most potent predictor of the three cognitive dimensions of a fulfilled life, while loneliness was identified as a robust negative predictor of affective fulfillment. The findings underscore the role of self-efficacy in actively shaping one's life, coping well with life transitions, and pursuing personally meaningful goals. Practical implications for developing and strengthening personal resources to promote a fulfilling life are suggested.

To Change or Not to Change? – Status Quo Bias and Happiness

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Background: The status-quo bias (SQB) is the tendency to stick with the current situation despite potential dissatisfaction.

Aims: In this study, we explore the relationship between SQB and subjective well-being (SWB). We hypothesized that higher SQB may lead to less desirable situations (e.g., unsatisfactory marriage, unwanted job), negatively affecting SWB.

Method: We developed and examined a novel index for measuring SQB. Surveying 1,423 Israeli working adults, the index showed strong internal consistency and validity, affirming reliability and construct validity.

Results: A significant negative correlation between SQB and three SWB measures was found, with SQB explaining more to SWB variations than subjective health, income, and religion combined. Positive life changes over the past three years have moderated this relationship. Moreover, despite including factors like regret, present bias, loss aversion, and optimism—which correlate with SWB and SQB in opposite directions and, therefore, could nullify our findings—the SQB-SWB correlation remained robust. Furthermore, our SQB measure significantly predicted SWB even when controlling for the negative relationship between the affective component of SWB (i.e., emotions) and SQB, which was demonstrated to operate in reverse causality compared to our hypothesis. In other words, SQB was found to mediate between the affective component and the other components of SWB.

Conclusion: By providing evidence of the correlation between SQB and SWB, we introduce a robust SQB measurement tool, and underscore SQB's importance when exploring SWB determinants, suggesting that policy interventions encouraging individuals to overcome barriers to change could be advantageous.

Towards a Positive Psychiatry: The PHOENIX Group - A Short Group Psychotherapy for Improving Mental Health and Resilience After Inpatient Treatment

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In this contribution, we present experiences and preliminary data of the PHOENIX-Group, a short-term group psychotherapy for patients with depression following inpatient treatment. Developed as an element of 'Positive Psychiatry' at Charité by the authors, it combines elements of Positive Psychotherapy by Rashid/Seligman as well as elements of behavioral activation to experience positive emotions. The aim is to promote psychological well-being, use positive resources, and reduce the risk of relapse. The focus is on fostering the experience of positive emotions and recognizing and using one's own character strengths, which may be unknown to the patients.

The PHOENIX-Group therapy consists of nine 100-minute sessions over a period of nine weeks, focusing on individual promotion of well-being through practical exercises. Requirements for participation include significant improvement or remission after a depressive episode, with exclusion criteria being severe personality disorders, addiction disorders, and psychotic disorders. Led by the two authors, the group emphasizes experiential learning through many practical exercises.

In this contribution, we share our experiences with the PHOENIX-Group, present preliminary data, and outline our plans to expand and scientifically evaluate the project. Our experiences so far underscore the potential of this method to promote mental health and well-being in patients after a hospital stay. We discuss the planned steps for expanding the program, transdiagnostic extension, and methodological approaches for scientific evaluation, with the aim of making behavioral activation and character strengths usable for therapeutic practice as an add-on therapy.

Training in Positivity: a Randomized Controlled Trial and Evaluation of a digital Positive Psychology Application on the ability to adapt and mental health in the aftermath of Covid- 19 pandemic

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Introduction: Research has shown that the mental health consequences can persist months after measures of the Covid-19 pandemic ended, also indicated by an increased search for mental health care. In the context of public mental health, this study aimed to evaluate the effectiveness of a 3-week multicomponent positive psychology intervention delivered as application on mental well-being and distress.

Method: A randomized controlled trial with waitlist control condition in the general population with mild to moderate levels of anxiety and depression was conducted. Participants were recruited via national media and social media. Outcomes were assessed online at baseline, at posttest three weeks after baseline, and follow-up 12 weeks after baseline. The intervention group (n = 118) received the TiP intervention after baseline, whereas the control condition (n = 116) received the app after completing posttest.

Results: Linear mixed models showed significant short-term effects for mental well-being, anxiety, depression, spiritual well-being, ability to adapt and self-compassion at posttest compared to waitlist (d=0.56-0.96). Effects in the intervention group were maintained at follow-up.

Conclusion: Digital positive psychology self-help is feasible and effective in promoting ability to adapt and mental health of

people coping with lasting consequences from an impactful pandemic. However, people with lower education were underrepresented. Other formats may be warranted to reach this group.

Understanding meaning in children and youth: mapping the course towards developing a Youth Meaningfulness Index

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Background: Existing indices measuring the well-being of children and youth typically focus on objective factors, such as access to education and health, often overlooking the direct involvement of young individuals. At the same time, current research increasingly recognizes the pivotal role of meaning in fostering positive development in children and youth yet the exploration of meaningfulness among this demographic remains limited in scope. **Aims:** This study aims to identify the drivers of meaning in children and youth, with the aim of developing the Youth Meaningfulness Index, a tool that will measure and compare levels of meaningfulness in this population worldwide. The ultimate objective is to inform policy focused on the well-being of young people. **Methodology:** In partnership with ALV Foundation, Gleding, and UNICEF, data was collected from 10,006 children aged 8-15 in Denmark, India, and Norway. Using both on-line and in-person surveys, participants were asked three questions about their experiences of meaning in life. The data was then analyzed using manual NLP and advanced artificial intelligence (GPT4), enabling cross-country comparisons of our findings. **Findings:** Data revealed six distinct drivers of meaning: personal growth, creative expression, social connectivity, physical activity, cultural awareness, and playful engagement. Sub-themes including relaxation, alone time, and being at home also emerged, underscoring the introspective aspects of meaning in children and youth. **Conclusion:** Our findings show that these drivers play a significant role in the development process of young people, while the emergence of introspective sub-themes challenges prior assumptions about children's ability to understand existential concepts.

Understanding Resilience in Turbulent Times: A Three-Year Study of Sense of Coherence, Well-being, and Anxiety in the Czech Republic

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Background: In the Czech Republic, the prevalence of common mental disorders doubled and, in some cases, even tripled (e.g., panic disorder) in 2020 compared to 2017. This, coupled with new crises that plagued the general population (mainly the COVID-19 pandemic and the Ukrainian war), suggests we should explore the resources that allow people to deal with these old and new crises in a healthy and flourishing manner.

Aims: Using the salutogenic approach, we examine the longitudinal protective effects of a sense of coherence on well-being and anxiety over the timespan of 3 years.

Method: We conducted an online survey of the general Czech population between November and December 2021. We then repeated the survey exactly year later in 2022 and then again in November/December 2023. The 2021 sample was 556 participants (47.8% males), the 2022 sample was 340 participants (48.9% males) and was still representative of the general Czech population. The last data collection was not yet completed at the time of abstract submission. This makes the dataset longitudinal with three datapoints one year apart. Using structural equation modelling, we predict well-being (MHC-SF) and anxiety (GAD-7) in the following year using the prior year's sense of coherence.

Results: While the results of the three-year study are not yet known, the two-year preliminary results show a significant protective effect of a sense of coherence on well-being and anxiety even a full year after the first collection.

Conclusion: Our results seem to indicate a solid longitudinal protective effect of a sense of coherence on well-being and general anxiety in a span of several years. This shows that if people view their lives as comprehensible, manageable and meaningful, they have a stronger foundation for future mental flourishing.

Understanding Sexual Well-Being

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Background: Sexuality can be an important aspect of human togetherness and well-being. However, in both society and science, sexuality is often approached from a negative perspective, such as preventing disease (see Booth, 2014). Less attention is given to positive aspects, such as the fostering of love, pleasure, or even self-transcendence. Given the substantial links between overall well-being, relationship quality, and sexuality, it is crucial to understand what sexual well-being (SW) is and how to foster it. Existing SW models do not yet sufficiently consider positive aspects.

Aims: In a large-scale, five-year project, we are developing a comprehensive SW measurement scale and multi-dimensional model, focusing particularly on positive aspects.

Method: We collect survey data, conduct interviews, revisit existing research and well-being theories, assess books on sexuality, and consult with experts, amongst other methodologies. We are also considering sociocultural influences, recognizing that sexuality is contextually embedded.

Results: Our findings so far suggest new aspects of SW, expanding previous models. These include dimensions emerging from the application of established psychological frameworks such as PERMA, self-determination theory, and Ryff's model of well-being, to the domain of sexuality.

Conclusion: The scientific exploration of SW shows new avenues for individuals and couples to experience fulfilling sexuality and relationships. Investigating SW may also help remove stigma and shame associated with the topic, thereby allowing for more positive and respectful conversations in society. Finally, our findings contribute to a holistic understanding of subjective well-being and relationships in positive psychology.

Understanding the importance of bonding social capital for the well-being of first-generation labour migrants: A cross-sectional study in the Netherlands

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Background: As cultural diversity within older populations in European countries increases due to migration, the role of cultural background and migrant status should be taken account of in aging studies. Bonding social capital (BSC) is recognised as an important ingredient for wellbeing in old age and found to be associated with someone's cultural background.

Aims: The present study aims to gain a better understanding of the importance of BSC for the well-being of older first-generation labour migrants, residing in the Netherlands, compared to their native peers.

Method: A cross-sectional study was conducted in a sample of 119 Turkish first-generation labour migrants (64.7% male; age 65-87, M(SD)=71.13(5.04) and 124 Dutch non-migrants (32.3% male, age 65-94, M(SD)= 71.9(5.32). Both samples filled out either an online or printed questionnaire measuring bonding social capital (PSCSE, Simons et al. 2019), psychological, social and emotional well-being (MHF-SF, Lamers et al. 2011), loneliness (De Jong Gierveld & Kamphuls, 1985) and relevant demographic covariates.

Results: Regression analyses showed positive associations between BSC and respectively emotional, social and psychological well-being and a negative association with loneliness in both samples. Moderation analyses showed that these associations were significantly stronger for the Turkish older migrants than for their native peers. Measurement invariance analysis indicated partial metric invariance for the measurement of BSC and loneliness and non-invariance for wellbeing, calling for caution comparing means between samples.

Conclusion: The results of this study emphasise the importance of considering cultural diversity and migrant-related factors studying social relationships and wellbeing in later life.

Using traditional Indigenous stories to enhance psychological and environmental well-being: Lessons from Waykánashpam (Salmon People)

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Background: Indigenous peoples have positive psychological practices that have sustained our people in respectful relation with place for thousands of years. Indigenous worldviews are rooted in traditional stories (also referred to as legends) carried and shared by Elders and storytellers.

Aims: While Indigenous peoples are diverse, we share teachings including a commitment to storywork, a concept Stó:lō Elder Joann Archibald describes in her book *Indigenous storywork*, noting the seven principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and synergy. I apply these principles to the concept of Waykánashpam (Salmon People). In doing so, I focus on positive psychological practices of my own Yakama peoples and particularly Yakama Elders' teachings about the interrelatedness of psychological and environmental well-being.

Method: I analyze the importance of traditional Yakama stories as a positive psychological resource for promoting sustainability characterized by a sense of responsibility to our human and more than human relations. Using the most comprehensive printed collection of Yakama stories, the book *Anakú Iwachá*, I discuss how multiple audiences benefit through engaging stories Yakama Elders have shared with the public.

Results: Traditional Indigenous stories affirm the deep connections between a healthy planet and human well-being. Yakama stories teach about the primary role of salmon in our lives and environment. When people understand the deep relationship and responsibilities humans have to salmon, humans are invited to identify as Waykánashpam.

Conclusion: I conclude by affirming Indigenous stories are a positive psychological resource that can inspire all peoples in our shared efforts toward sustainable environmental futures.

Utilizing Different Framework Synergies to Enhance Current Environmental-Wellbeing Approaches

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Background: Recent frameworks summarising the pathways and mechanisms for nature's impact on human well-being focus on drivers from environmental and health psychology related to biodiversity cognition, subjective wellbeing, and behaviour change (Blind, 2021), with limited inclusion of trait dispositional influences beyond nature connectedness. A limitation of these frameworks is the positioning of nature VS. urban environments, without acknowledging individual differences in environment preferences. Meaning some individuals experience a positive, profound impact from man-made environments. Positive psychology frameworks of hedonic and eudemonic wellbeing (Seligman, 2011) and character strengths (Wagner, Gander, Proyer, & Ruch, 2020) reinforce the importance of trait characteristics for understanding state well-being. This presentation will discuss opportunities for positive psychology frameworks to enhance current environment-well-being approaches.

Aims: The aim is to discuss the synergies between environmental and positive psychology in a systematic way, proposing future directions for research and collaboration.

Method: A narrative synthesis across a series of studies conducted by the authors and relevant empirical work in environmental psychology and positive psychology.

Results: The studies highlighted nature settings were more restorative than urban streets (greatest with a nature preference), with a similar interaction effect existing for positive emotion. Virtual brief doses of environments can elicit differences in emotion but not mood and place.

Conclusion: Frameworks explaining the influence of environments should integrate trait cheerfulness/bad mood, character strengths, identity mechanisms and align well-being outcomes with positive psychology models (e.g. PERMA). Thus, improving the evidence base for psychological interventions enhancing well-being, as well as potential to inform urban design.

Validation of the German Values in Action Inventory (VIA Youth-96) in Children and Adolescents

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Background: The original Values in Action Inventory of Strengths (VIA-IS) is an international 240 item validated self-report questionnaire measuring 24 character strengths that are assigned to six core virtues. Compared to the adult measure, in the

validated and reliable English 198-item form for youth the 24 character strengths are allocated to four virtues. Initial information of the German VIA Youth 198- item, the factorial structure revealed a five-factor solution. However, information about the psychometric properties of the German VIA youth is limited, and information on a short version is missing.

Aim: This study addresses this gap and aims to examine the psychometric properties of the German VIA Youth with 96 items.

Method: To assess if the preliminary five-factor model of the German VIA Youth-96, confirmative factor analysis (CFA) will be carried out. A representative sample of 1009 youth from Austria and Germany aged 11-18 (M 14.30; SD = 2.37; 51.7% girls) participated in the present study. The children and adolescents completed the German version VIA Youth-96, along with questionnaires assessing life satisfaction, grit and youth's strengths and difficulties. *Results:* Findings on internal consistency, demographic correlates, construct validity, and the fit of the preliminary five-factor solution as well as an adequate model are presented.

Conclusion: A sound measure of character strengths is of great importance functioning as resource activation. The knowledge about one's own character strengths enables youth to consciously recognise them in oneself and then work with these strengths for example in a therapy process.

Well-Being and Resilience

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In the recent past and even today, epidemics, natural disasters and wars all over the world cause intense stress and change of meaning in people's lives. It is important to develop clinical interventions that will improve difficult experiences that negatively affect life and contribute to the recreation of meaning through relevant variables. In this context, the aim of the study is to examine the effect of individuals' perceived stress levels and ontological well-being on their psychological resilience in the face of challenging life events based on the Covid-19 pandemic period. The sample group of the study consists of 470 people who were exposed to isolation during the pandemic. Demographic Information Form, Perceived Stress Scale (PSS), Ontological Well-being Scale (OWBS) and Brief Psychological Resilience Scale (BPRS) were applied to the participants. 393 of the participants were female and 77 were male. It was found that as the level of perceived stress increased, the level of psychological resilience increased as the level of hope and activation scores from the OWBS dimensions increased. However, it was found that as the perceived stress level increased, the level of regret and nothingness among the OWBS dimensions increased, and as regret and nothingness increased, psychological resilience decreased. In the regression analysis conducted after this correlational analysis, it was determined that the perceived stress level predicted psychological resilience level (40%), and then the OWBS dimensions (hope, activation, regret and nothingness) that participated in the process caused an increase in variance (9%) in the model.

Well-being through self-fulfilment? Self-actualization, growth and well-being in the general population

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Background: Self-actualization, entailing the development and expression of the authentic self, is considered to be the highest level of well-being. Personal growth initiative refers to a developed set of skills for self-improvement, constituting a global inclination to intentionally improve one's self across life domains.

Aims: 1) to disentangle the association between self-actualization, personal growth initiative and well-being (study 1) and 2) to investigate whether self-actualization mediated the association between positive emotions and well-being (study 2).

Method: Study 1 encompassed a cross-sectional online survey in a general population sample (N=461, 68% female, mean age=45y (SD=17y)). The Short Index of Self-Actualization (SISA), the Personal Growth Initiative II (PGIS-II) and the Mental Health Continuum Short Form (MHC-SF) were used to measure the concepts. Study 2 included a prospective design with three measurements (4-weeks interval) in a general population sample (N₁=495; N₃=314 (63.4%), 71% female, mean age=45y (SD=15y)). In addition to SISA, PGIS-II, MHC-SF, the Positive and Negative Affect Schedule (PANAS) was used to measure positive emotions.

Results of the multivariate regression analysis showed that both self-actualization and personal growth initiative were positively associated with well-being (study 1). Results of the mediation analysis revealed that self-actualization mediated the association between positive emotions and well-being completely (study 2).

Conclusion: The desire to develop oneself as well as the skills to actively explore new possibilities contribute to well-being. Positive emotions fuel self-actualization. Therefore, it is important to create conditions in which positive emotions are experienced as well as in which developmental skills are learned and refined.

Wellbeing and resilience of researchers in Ukraine

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Background: The war in Ukraine has displaced over 11 million people and seriously disrupted academic and scientific activity within the Ukraine. For university staff and students still in Ukraine, maintaining research activity and academic endeavour requires constant adaptation within unpredictable and distressing circumstances. Little is known about the impact of the war on researchers' mental health and wellbeing, or the role of resilience in staff and research students' experiences of continuing research during times of war.

Aims: In this study we aimed to assess the impact of war on the wellbeing and resilience of researchers in one Ukrainian university, situated close to Russian occupied territory and active combat zone.

Method: Ukrainian research staff and students completed a mixed methods survey, comprising open and closed questions about the impact of war and four psychological measures of wellbeing and resilience.

Results: The results highlighted both practical and emotional impacts of war on research activity, including decreased motivation. Participants reported low levels of wellbeing, and high levels of psychological distress. However, self-reported resilience was also very high, with respondents describing increased self-reliance coupled with a sense of shared social responsibility, and renewed research interest in war-related topics.

Conclusion: Findings suggest that researchers may utilise research as an adaptive mechanism, and individuals' assessments of personal resilience may be, somewhat counter-intuitively perhaps, positively impacted by experiences of collective trauma. Our research contributes to a fuller understanding of the impacts of war on academics working within conflict zones, and the complex interplay between social and individual resilience.

What (Doesn't) Limit Peoples Prosociality in Social Dilemma Situations

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Background: People often decide against prosocial behavior even when it would benefit their own well-being (Epley et al., 2023).

Aims: We investigate the relative importance of two potential bottlenecks to prosocial behavior: a) lack of attention to one's actions' effects on others, and b) considering these effects unimportant.

Method: We conducted an online study with 11 realistic social dilemmas. Participants (N = 124) chose between several actions that differed in their level of prosociality, listed the consequences they considered (attention), and rated the importance of each consequence (personal importance). In addition, we measured social attention by how many significant consequences for others the person considered.

Results: Based on all provided options, people's median level of prosociality was 41.3%. The decisions of the 75.8% of participants who considered at least one consequence for others were significantly more prosocial than the decisions of those who did not ($t(122)=2.09$, $p=.0385$, $R^2=3.5\%$). The importance assigned to consequences for others explains even more of the variance ($t(92)=2.164$, $p=0.03309$, $R^2=4.8\%$). By contrast, exactly how many consequences for others were considered did not significantly affect prosociality ($t(122)=1.17$, $p=.244$, $R^2=1.1\%$).

Conclusion: Failing to consider their decisions' impact on others might limit people's prosociality, especially when accounting for importance. The explained variance remains low (3.5% and 4.8%), highlighting the need to explore additional factors in future research.

What a Meaningful Day! A Network Psychometric Approach to Investigate the Interaction Between Meaning-Making and the Daily Satisfaction of Basic Psychological Needs

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The work aims at investigating how the process of meaning-making interacts with the daily satisfaction of basic psychological needs (BPNS; Deci & Ryan, 2000) in a sample of emerging and young adults. By applying the Network Psychometric Approach in combination with daily diary data, we examined how different components of meaning-making and BPNS relate to each other within the same day and how they reciprocally predict each other day by day. 637 Italians (Mage=25.4; 26% males) participated in two 14-days diary studies (observations: 8127). Daily online questionnaires included a self-report measure of the six basic components of meaning-making (presence and search of comprehension, significance, and purpose; SMILE, Zambelli & Tagliabue, 2024), and three items assessing the daily satisfaction of autonomy, relatedness, and competence (adapted from Chen et al., 2015). A multilevel Gaussian Graphical Model was estimated in psychometrics (Epskamp, 2021) to identify within-subject dynamics (contemporaneous and temporal effects over time) between the daily indicators controlling for stable individual differences. The model showed good fit indices ($\chi^2(7875)=13974$; CFI=0.92; RMSEA=0.035). Within the same day, satisfaction of autonomy was especially associated with perceiving a purposeful life, satisfaction of competence with perceiving life as comprehensible and satisfaction of relatedness with perceiving a significant life. Temporal dynamics revealed that it is primarily finding meaning (comprehension) and searching new meaning (comprehension and purpose) that predicts increased satisfaction of BPNS the following day. This study offers an innovative and process-oriented perspective to the investigation of the joint contribution of meaning-making and psychological needs satisfaction to positive psychology. meaning in life, meaning-making, basic psychological needs, daily diary study, network psychometric

What makes a meaningful day? An experience sampling study on the daily pursuit of meaningfulness through employee-employer exchange relations

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Background: The modern workplace increasingly recognizes the importance of meaningful work, positioning it as a central element in employee-employer relationships. However, the pursuit and sustainability of daily meaningfulness present ongoing challenges due to its dynamic nature. Understanding these daily fluctuations in meaningfulness is essential yet still underexplored.

Aims: Drawing on psychological contract theory and work orientations, this study develops the idea of a 'meaningfulness deal' and the pursuit of individualized paths to meaningfulness at work through daily reciprocal exchanges between employees and employers. It seeks to understand how these interactions contribute to daily and global experiences of meaningful work in addition to downstream organizational outcomes.

Method: We employed a two-phase assessment design, involving an experience-sampling study of 210 full-time employees who were surveyed twice daily over 10 consecutive workdays, and a three-wave longitudinal design to test between-level phenomena. We used dynamic structural equation modeling for analysis.

Results: Our findings indicate that when organizations fulfill perceived obligations in a meaningfulness deal by enabling employees to pursue individual paths to meaningfulness, it enhances daily meaningful work experiences. This leads to a reciprocal commitment from employees to organizational goals. Furthermore, we discovered a cyclical dynamic where daily reciprocation positively influences future opportunities for meaningfulness. Additionally, we identified 'meaningfulness variability,' which impacts broader meaningfulness and work outcomes at the between person level.

Conclusion: Our study offers a model of how work becomes and stays meaningful through the reciprocations between employees and employers that are part of ever-evolving meaningfulness deals with organizational and individual implications.

Who Needs a Strengths-Based Leader to Fit their Job?

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Background: Even though person-job fit (PJ-fit) is a crucial predictor of employees' overall engagement and performance in their jobs few studies have identified the mechanisms that enhance PJ-fit during the employment relationship. Further, the models that do predict how PJ-fit evolves are predominantly based on the idea that fit improves through individual adjustment processes.

Aims: This paper provides a new lens on PJ-fit that is based on a positive psychology, proposing that strengths-based leaders play a critical role in enhancing PJ-fit by encouraging employees to use their unique strengths. Furthermore, based on the substitutes for leadership theory we test the idea that a combination of proactive personality and job autonomy may partly compensate for a lack of strengths-based leadership.

Methods: We collected three waves of data with two-month time lags from a representative sample of 287 Dutch workers, resulting in 906 datapoints.

Results: Results of multi-level path modeling indicate that the relationship between strengths-based leadership and PJ-fit is indeed mediated by strengths use, both on the between- and within-person level. Further, our results indicate that the combination of high job autonomy and high proactive personality partly compensates for the absence of strengths-based leadership both on a between-person and within-person level.

Conclusions: Strengths-based leadership is particularly important to facilitate the strengths use of employees who do not have the combination of these two resources, because they are not proactive and/ or do not have a high degree of autonomy in their job. We discuss the implications of these findings for research and practice.

Wisdom, Eudaimonic well-being and Creative-divergent thinking: interrelated processes and resources for aging well

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Background: Theoretical perspectives on positive aging highlight the centrality of personal resources such as wisdom (Moraitou, Efklides, 2012) and cognitive efficacy (Rowe, Khan, 2015) for positive development.

Aims: The study investigated the associations between wisdom and eudaimonic well-being and with perceived efficacy on creative problem solving. It also explored the presence of differences for structural variables gender and school education.

Method: 106 participants filled in the PWB Questionnaire, the WITHAQ Questionnaire and the Perceived Efficacy Questionnaire on Creative Problem solving.

Results: Positive correlations emerged between wisdom as pragmatic knowledge and creative-thinking ($p < 0.01$), between wisdom as dialectical post-formal thinking and creative thinking ($p < 0.001$). Positive correlations emerged between wisdom as pragmatic knowledge and PWB ($p < 0.001$), wisdom as dialectical post-formal thinking and PWB ($p < 0.01$). School education influences the level of wisdom as dialectical post-formal thinking: lowers level of school education correspond to lowers level of it.

Conclusions: Wisdom appears to be associated with the presence of a high level of eudaimonic well-being, highlighting its promotional role in actualization of potentials in old age.

The positive correlations emerged between wisdom as post-formal dialectical thinking and creative thinking poses several interesting issues on the potential underlying processes such as the ability to integrate in a new, creative way, questions, problems, dilemmas of life. The intercorrelations between creative thinking, PWB and wisdom confirm their relevance for positive outcomes in old age and suggest the necessity of programs devoted at improving these complex resources and abilities for dealing successfully with aging.

Work on Wellbeing - the importance of WoW!

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This presentation will inspire thinking about research quality wellbeing measurement in the workplace.

We wear activity trackers to monitor individual steps, sleep or even calories. Imagine if all workplaces had easy access to track holistic wellbeing over time with research quality measures of wellbeing.

A case study linked to the inspiring work from High Performance Sport New Zealand and British School Jakarta provides real-world examples of the potential for robust wellbeing measurement for professional athletes, teachers, students and organisations.

Developed by global leaders in wellbeing, organisational and positive psychology including Dr Aaron Jarden, Dr Todd Kashdan, Dr Jo Mitchell, Dr Alex Mackenzie, and Dr Dan Weijers, amongst others, Work on Wellbeing assessment, is accessible for all. So how can researchers, scientists and practitioners normalise the use of robust measurement and understanding of wellbeing for workplaces? How can easy measurement enhance the practical application of wellbeing science, for everyone, every day? What can we do to normalise effective tracking of wellbeing, to notice, and to empower us all to take those steps towards flourishing?

"Few things in life are easy and worth doing": how the bi-directional relationships between meaningful work and work-related stress can both help and hinder wellbeing

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Background: Meaning is a key part of psychological wellbeing, and the benefits of meaningful work are widely acknowledged. Many people seek meaning from their work, and some organizations aim to facilitate this through interventions. In parallel, work-related stress has become a significant occupational risk.

Aims: This new research sought to understand the perspectives of those who find their work to be both meaningful and stressful, and to explore the relationships between these concepts.

Method: Participants were interviewed about their experiences of meaning and stress in their work. Using a social constructivist approach to grounded theory, the conversations included discussion around participants' sense of interconnectedness and belonging, with regard to both meaningfulness and stress.

Results: Findings indicated that meaningful work and work-related stress are inherently connected, with bi-directional relationships that can support and hinder wellbeing. Meaningfulness can both alleviate and exacerbate stress, and stress can both reinforce and reduce meaningfulness. Meaningfulness and stress can even feel co-dependent, depending on how participants perceived and made sense of their experience.

Conclusion: Meaningful work remains a hugely significant asset for well-being. But with many individuals seeking greater meaningfulness from their work, the results suggest there is benefit in understanding more about the potential harmful effects of meaningfulness, including implications for stress and possible knock-on consequences for health and work.

ACCEPTED ABSTRACTS FOR POSTER PRESENTATIONS

+VE Power Up: An overview of a campus-wide wellness campaign in fostering post- traumatic growth in a Chinese university

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Background: Hong Kong has endured collective trauma since 2019, with the massive social movement followed by the COVID-19 pandemic. These prolonged challenges have had significant adverse impacts on students' psychological wellbeing. While a series of wellness programmes implemented in primary and secondary schools is nurturing students' wellbeing, there is a very few structured wellness programmes in the higher education settings.

Aims and Method: Supported with the Governmental funding, a campus-wide campaign, named as +VE Power Up, is designed and implemented by a group of university counsellors to students in a local university. The campaign is framed of a series of structured events and activities (e.g. in-house trainings; workshops) with the culturally-adapted constructs of Positive Psychology, such as character strengths, gratitude, self-compassion and connectedness. Another highlight of the campaign is the establishment of the Positive Psychology Ambassadors. Professional mental-health related trainings are provided. Their year-long commitment provides opportunities to connect with peers and be present in times of needs.

Result: The Process Evaluation would be administered between semesters. Data collected from the workshops revealed that an average of 95% of participants strongly agreed or agreed that the activities strengthened their knowledge and skills related to mental well-being. Additionally, 94% of participants strongly agreed or agreed that the "+VE Power Up Funfair" event served as a brief introduction to the concepts of character strengths and self-compassion.

Conclusion: The encouraging findings highlighted the success of the campaign in empowering the human-ware – the strengths, resilience and compassion in facing times of difficulties and challenges.

A bibliometric review of positive psychology and well-being research in Africa

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The growth of the science of well-being (positive psychology; PP) is evident in the proliferation of research, especially, in Western Educated Industrialised Rich and Democratic (WEIRD) societies. Additionally, much consideration has been to be integrating and synthesising this growing evidence in the form of systematic, meta-analytic and bibliometric reviews. There is a complimentary gradual but steady growth of positive psychological research in Africa. However, in the African context, similar representation of the "state-of-the art" of PP research is minimal in the literature. In this paper, we present the findings of a bibliometric analysis of PP research and related well-being constructs in Africa to better understand the field's current condition, hotspots of research, and thematic developmental patterns. Our findings show that current terminologies that dominate PP research also guide work on the continent. However, we also note some studies are unintentionally excluded when purely Western theoretical terms are used. Despite the immense contribution of research in Africa to the understanding of well-being, further exploration is still warranted in three key areas. The clarification of well-being concepts; the exploration of contextual factors and; the need to go beyond Southern African samples. Filling this gap will provide a more comprehensive picture of well-being, which is needed for drawing applicable meta-theoretical assumptions about what makes people thrive and function.

A collaborative form of autonomy improves the pursuit of life goals and wellbeing

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Personality psychology has struggled to define and measure autonomy. Fifteen different scales were developed to assess autonomy, but research converged to identify two distinct forms that matched those identified by philosophers: An "independent" form that focuses on differentiating oneself from others and a "collaborative" form that considers one's interests and needs in the context of one's relationships and social environments. The two forms of autonomy can now be assessed with reliable self-report scales.

We completed a large 3-wave longitudinal study that linked collaborative autonomy with the willingness of Canadian adults to rely on experts in making vaccination decisions during the highly contagious Omicron wave of the COVID-19 pandemic. We also completed a 3-wave longitudinal study of university students with disabilities over a semester which showed that collaborative autonomy was associated with relying on friends and family when pursuing academic goals. Independent autonomy was associated with the rejection of expert recommendations and avoidance of social support. The studies also showed that the two forms of autonomy were related in opposite ways with changes in well being over time.

This research aims to clarify the literature regarding autonomy and to provide practical guidance for how individuals in leadership or supportive roles can encourage others to move toward a collaborative understanding of autonomy that will afford opportunities to benefit from social support, enhance self-efficacy, extend their self-regulatory capacities, and achieve their health, academic, and work goals.

A comparative study on the efficacy of a positive psychology intervention and a cognitive- behavioral therapy for postpartum depression

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Background: Perinatal depression profoundly impacts women during pre- and postnatal stages, influencing maternal well-being and infant development. Research on psychological interventions for postpartum depression have predominantly focused on cognitive-behavioral therapy (CBT). Despite its established efficacy, CBT is constrained by limitations in both effectiveness and adherence. Emerging therapeutic approaches suggest that, beyond simply reducing symptoms, it is crucial to address well-being during this critical phase. Low hedonic well-being in the perinatal period involves diminished self-esteem,

life satisfaction, and positive affect, alongside heightened depression, anxiety, and stress.

Aim: This study aims to compare the efficacy of CBT with a well-being-oriented therapy in postpartum depression. Methods: Thirty-nine adult women, scoring over 11 on the Edinburgh Postnatal Depression Scale, were randomly assigned to either CBT (18 participants) or well-being therapy (21 participants). Both interventions comprised ten online group sessions. Measures of well-being, motherhood and perinatal depression were assessed.

Results: Analysis demonstrated that both interventions effectively reduced clinical symptoms and enhanced well-being and maternity dimensions. Positive outcomes included improvements in life satisfaction, maternal self-efficacy, maternal bonding with baby, positive affect and psychological well-being dimensions. No significant group differences in personal growth were observed.

Conclusion: In conclusion, both CBT and well-being therapy proved efficacious in alleviating postpartum depression and enhancing well-being among women. These findings underscore the significance of considering holistic well-being in perinatal interventions, offering valuable insights to broaden treatment options for both patients and professionals.

A complexity approach to a purposeful values education

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Moral education and Purpose should encompass complexity and real-world interventions to promote youth empowerment through the construction of desirable purposeful values. In this approach, this paper discusses the complexity paradigm and a dynamic psychological approach as a promising way to understand how moral values are constructed, and purposeful values can become central to people's identities. The presentation will bring an educational framework that aims at empowering young people and building new mindsets, showing how young people can better understand their place as citizens by listening to and seeking to solve local problems and studying the situation scientifically. Based on constructivism and Paulo Freire's pedagogy, the educational framework illustrates how the school can support the moral development of youth towards the construction of a more just, peaceful, and happy society in which people live in solidarity.

A latent profile analysis of psychological resilience. Gender as antecedent, and optimism, self-efficacy, and well-being as outcomes

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Very few studies on resilience are based on the person-centered approach, most taking a variable-centered approach. To fill this gap, the present study explored resilience profiles with six items of The Brief Resilience Scale (Smith et al., 2008) as profile indicators. Gender as antecedent of latent profiles, as well as optimism, self-efficacy, and well-being as outcomes were investigated. Data were collected from 639 participants (47.6% males, age range 18–59 years, M = 30.2 years). Latent profile analysis (LPA) showed five distinct profiles: 'low resilient' (18%), 'moderate low resilient' (8.5%), 'moderate resilient' (29%), 'moderate high resilient' (34.2%), and 'high resilient' (10.3%). The results showed that optimism, self-efficacy, and well-being were outcomes of profile membership, the overall test being highly significant for each outcome. Pairwise comparisons also showed significant differences, with the exception of the 'moderate low' and 'moderate' pair in the case optimism and self-efficacy. Gender was antecedent of profile membership. In the low, moderate low, and moderate profiles there were more women than men. In the moderate high and high profiles no significant gender differences were obtained. These results are meaningful to the field, bringing new insights to the previous findings obtained in a variable centered approach. The main contributions include: i) the empirical support for gender differences only in the low, moderate low and moderate profiles, but not in the high moderate and high ones; ii) no differences between the moderate low and moderate profiles in terms of optimism and self-efficacy. Future research directions were discussed.

A Little Superpower That I Know is There: Exploring the Meaning and Role of Prāṇāyāma in the Wellbeing of Adults in Mid-life

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Wellbeing research has dominated positive psychology, with many studies citing U-shaped declines in middle age. Ways to intervene and enhance wellbeing have also piqued researcher interest, some looking to ancient eastern traditions for learnings. Yoga is one such tradition, however, within positive psychology there is a dearth of research exploring its central element, prāṇāyāma (breath control or extension). With the breath intimately linked to human experience and research in other arenas evidencing its impact on the nervous system and emotions, its power should not be underestimated. This study aimed to explore the meaning and role of prāṇāyāma in mid-life adults, defined as between 30 and 50 years old. Six participants (females) were interviewed using semi-structured techniques, which were subsequently transcribed. Data were analysed using Interpretative Phenomenological Analysis (IPA). Three master themes were identified: (1) the discovery phase, (2) unearthing the "Diamond in the centre," and (3) integration, each with three subordinate themes, and delineated participants' journey in discovering prāṇāyāma. **Conclusions:** Results demonstrated low wellbeing experienced before discovering prāṇāyāma, potential obstacles to overcome to start practicing and the importance of experiencing it to understand its benefits. Greatest benefits were achieved by committing to the practice. The experience of prāṇāyāma was also described, portraying its potential for flow, reduce negative emotions and produce positive emotions. Subsequent wider-reaching benefits were evident with enhanced embodied self-awareness, resilience, and interpersonal relationships. Prāṇāyāma's consequential meaning to these participants was also highlighted. Potential for prāṇāyāma to be a positive psychology intervention (PPI) and future research are discussed.

A Measure of Political Polarization through an Explicitly Affective Dimension

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Scholars of polarization have cleverly sensed the existence of an affective component of political polarization. They have

coined the term 'affective polarization' (AP) and ambiguously defined it as the tendency of individuals who identify with a party to view opposing partisans negatively and copartisans positively. This ambiguity has resulted in the use of significantly different survey items to measure AP. These measures, however, do not address an explicitly affective dimension since they do not account for citizens' affects or emotions. Instead, it is assumed that citizens function in an affective realm when answering such questions. Furthermore, the literature on AP refers to strong negative emotions, which starkly contrasts with the vague and 'soft' measures employed by scholars of AP. I advance a measure of political polarization through an explicitly affective dimension, i.e., a measure of affective states prompted in respondents by polarizing political objects/subjects. I focused on the Mexican President López Obrador and designed a survey item to capture citizens' self-placement on an explicitly affective dimension. The item was included in two nationally representative field surveys conducted in Mexico in 2021 (n=1019) and 2022 (n=1000). The results show remarkably similar distributions of the measure in both years, suggesting it is reliable. The consistency of the measure is further confirmed through different tests for equality of distributions. Additionally, the distributions are notably unbalanced towards the side associated with the president. Such a biased distribution is also present in other conventional measures of political polarization included in the survey, reinforcing the item's potential to capture the "political reality". The findings suggest that the proposed item is a novel and useful measure of AP based on an explicitly affective dimension that offers a continuum between whose extremes respondents want and can easily place themselves allowing them to openly exhibit their political inclinations.

A natural environment to improve mental health

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¹ Faculty of Psychology, lifespan Psychology, Open University of the Netherlands, Heerlen, Walk and Talk Coaching in comparison to Group Walking in Nature and Face to Face Coaching

Walking together in (synchrony) in nature has a lot of benefits for our mental health and stimulates thinking in solutions. Available studies about 'walk and talk' coaching in nature are limited. However, the results indeed indicate increased well-being and improved mental health. But what is the difference with coaching in office and walking with a friend?

The study aim was to investigate the similarities and differences in effectiveness between walk and talk coaching in nature and face-to-

face coaching (goal achievement, working alliance, wellbeing, mental health) and group walking in nature (wellbeing, mental health). *Method:* In a quasi-experimental longitudinal design (two measurement moments, three weeks), adjusted for covariates, two multivariate analyses of variance (MAN(C)OVA) were conducted. Measurements: Mental Health Inventory (MHI-5), Mental Health continuum (MHC- S) and the working Alliance Inventory (WAI-SR), Goal Attainment Scale.

Results: Mental health (MHI-5) increased significantly more among walk and talk coachees (0.31 at six-point scale) than among group walkers (Univariate Test, α threshold $\leq .01254$, $p = .005$, partial $\eta^2 = .09$, 95%CI = [-.594; -.243], 95%CI = [-.220; .032]). At α threshold $\leq .05$, walk and talk coaching showed significantly stronger ($p = .018$) progress in goal attainment (0.38 at seven-point scale) than coaching in office.

Conclusion: In the short term, walk and talk coaching seems to be at least as effective as face-to-face coaching and gives, over time, possibly more progress in mental health than group walking.

A New Culturally Sensitive Measure of Happiness

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How can one conclude that happiness is higher in country A than country B, when happiness is being measured according to the way people in country A think about happiness? We address this issue by proposing a new culturally sensitive method to comparing societal levels of happiness. We support our reasoning with data on life satisfaction and interdependent happiness focusing on individual and family collected across forty-nine countries. We demonstrate that the relative idealization of the two types of happiness varies across cultural contexts and are associated with culturally different models of selfhood. Furthermore, we show that rankings of societal well-being based on life satisfaction tend to underestimate the contribution from interdependent happiness. We introduce a new culturally sensitive method for calculating societal happiness, and examine its construct validity by testing for associations with the experience of emotions and with individualism-collectivism. This new culturally sensitive approach represents a slight, yet important improvement in measuring happiness.

A new observation protocol to assess the social emotional climate in elementary classrooms

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Background: The social emotional climate in the classroom (SECC) is associated with students' wellbeing. Instruments for assessing the quality of the SECC are useful for practice and research. An observation protocol, GAVIS, was developed based on theories of learning environments, motivation and universal values, as well as students' and teachers' interviews.

Aim: The aim of the study was to examine the psychometric properties of GAVIS and to validate it as an instrument for assessing the SECC at elementary classrooms.

Method: GAVIS protocol contains 20 items related to five components (Stimulation, Improvement, Structure, Fellowship, Influence) that together are expected to cover visible aspects of the SECC. While observing classroom activities, an observer rates each item in a 4-point Likert scale based on how common the manifestation of the item is during the observation. Observations have been completed in elementary classes (n=112) in 12 elementary schools in Middle Sweden. Students from the same classes (n=2254) answered to the 'How I feel at my school' (HIFAMS) questionnaire, measuring wellbeing at school.

Results: The GAVIS scales' reliability ranged from .90 to .94 Cronbach alpha. A principal component factor analysis identified five factors with eigenvalue above 1 that explained 84% of the variance. The four items in each dimension had high factor loadings (from 0.65 to 0.90) on 5 factors, corresponding to the hypothesized structure. The GAVIS sum of scores has a high significant correlation (0.61) with HIFAMS sum of scores.

Conclusion: The observation protocol seems promising, but more research is needed to evaluate its validity.

A path through the Mindfulness jungle?

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Background: “Mindfulness,” has become an important research topic first in psychotherapy, and now also in other areas including positive psychology. Nevertheless, the term mindfulness is understood in a variety of ways, not only in the general population (Hitchcock et al., 2016) but also among psychotherapists (Michalak et al. 2020).

Aims: To explore how different conceptualizations of mindfulness relate to each other, and to positive psychological outcomes.

Method: The present study explored the conceptualization of mindfulness, mainly among Austrian psychotherapists (N=84, full sample N=104), psychotherapists’ own practice and use with clients, as well as (in a subsample with N=86) relationships with non-attachment and well-being. Conceptualizations of mindfulness were operationalized by agreement with 25 proposed definitions of mindfulness, these were cluster analysed. Non-attachment was measured with the NAS-7 scale, well-being with PERMA-23.

Results: 75 of the 84 psychotherapists reported using mindfulness with at least some clients, 50 use it with more than half of their clients. All but 8 psychotherapists reported practising mindfulness themselves, but practice amounts are rather small (only 13 practice more than 30 minutes per day). 6 of the 8 non-practising therapists nevertheless use mindfulness with clients. Results of the cluster analysis of mindfulness concepts are difficult to interpret.

Correlations between NAS and PERMA are as expected ($r=0.600$, $p<0.001$), but no correlation with any mindfulness concept remained statistically significant after adjusting for multiple testing.

Conclusion: Results are in part consistent with previous research, but both the unintuitive clustering of mindfulness concepts and the lack of correlation with NAS and PERMA raise important questions.

A pathway to greater meaning in life and well-being for senior executives beset by anti-meaning

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Background: Although work is a significant source of meaning for most people, the role of senior executive generates different meaning and well-being complexities than those experienced by general employees.

Aims: To gain an understanding of how conceptualising meaning in life as a bipolar construct, consisting of both meaning and anti-meaning, could impact senior executives’ sense of life meaning and well-being.

Methods: A cross-sectional, semi-structured interview study design was used to gather rich qualitative data. Eight participants from southern and eastern Africa, who had held the position of chief executive officer or managing director for at least five years, were interviewed

Results: Senior executives’ work or role provided a significant source of life meaning but also contained elements of unavoidable anti-meaning (time constraints, stress and pressure, loneliness);

- Multidimensionally sourced meaning, spousal support and healthy coping mechanisms lessened the impact of unavoidable anti-meaning;

- When unavoidable anti-meaning was addressed insufficiently or unhealthily it led to the generation of additional anti-meaning, negatively impacting on several wellness domains;

- Senior executives expressed a need for support in addressing their specific well-being and meaning in life needs, but several barriers prevented them from receiving such support.

Conclusion: Senior executives’ work roles provide a significant source of meaning. However, the roles are accompanied by unavoidable anti-meanings, which are likely to generate additional anti-meanings if not tempered sufficiently, reducing the net meaning experienced. From the results, a practical pathway was devised to assist top executives to deal with the bipolar relationship between meaning and anti-meaning.

A Positive Psychology Approach To Promote Organisational Change

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Drawing on research from positive Organizational Behavior (Luthans, 2002a), this presentation will explain how the team from Charlotte Wiseman Leadership and Wellbeing Consultancy adopted a Positive Psychology approach to improve sales performance and buy-in to business change in a consumer-focused organisation with over 30,000 employees.

Using the Charlotte Wiseman bespoke Positive Problem-Solving method, leaders from the business were invited to take an active role in discussing and solving challenges that they felt were preventing teams from being at their best, before establishing combined organisational change and personal action plans with the additional encouragement from peer support networks. Adopting a Positive Psychology approach helped to shift the focus from a mindset of “rules and procedures” to one of continuous improvement, personal ownership, accountability and purpose, ultimately generating positive change in a sustainable and holistic manner.

Post-assignment assessment showed that, after the initial intervention, all leaders had identified personal action plans to implement positive change, and after four weeks 90% had implemented change in their area of the business. Following the success of the first phase of work, the Charlotte Wiseman team were invited to do additional work with this leadership group to drive further acceleration against core KPIs.

Sharing key insights and learnings, this presentation will explore the whole journey of engagement, from initial inception and scoping, through programme development and delivery, to analysing impact and next steps. Attention will be paid to the need for effective stakeholder management when proposing a Positive Psychology approach to problem-solving and business change.

A positive psychology resource for students? Evaluation of the effectiveness of a daily positive psychology diary in a randomized controlled trial

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Research Question/Background: This study investigated the influence of the 6 Minutes Journal (6MT), a commercially available diary incorporating positive psychology interventions such as gratitude, goal-setting, and self-affirmation exercises, on diverse mental health indicators.

Method: In a randomized controlled trial, 157 university students were randomly assigned to either the 6MT group (n = 77) or a waitlist control group (n = 80). Participants in the intervention group adhered to 6MT instructions for 4 weeks. Perceived stress, positive/negative affect, self-efficacy, and resilience measures were collected at baseline (t1), 2 weeks (t2), and 4 weeks (t3). Data were analyzed using path analyses, accounting for autoregressive and cross-lagged effects.

Results: The intervention group exhibited diminished perceived stress and negative affect, coupled with heightened resilience and self-efficacy compared to controls. Positive affect remained statistically stable. Notably, significant increases in self-efficacy and resilience manifested only after 4 weeks, indicating a time-dependent impact. The 6 Minutes Journal did not substantively augment positive affect but demonstrated a protective function against negative influences on well-being.

Discussion: Findings suggest that the 6 Minutes Journal may enhance mental health by alleviating stress and cultivating resilience and self-efficacy. Prolonged use may be necessary for substantial effects on certain constructs. The diary's protective role implies its potential as a supportive well-being tool. Further research is warranted to explore long-term effects and optimal application modalities.

A preventive eHealth ACT intervention for positive aging: are there differences in effects for middle aged and older adults?

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Background: Positive aging involves maintaining adequate levels of well-being in older age, despite inevitable changes and challenges. Psychological flexibility can help dealing with these challenges and help preserve well-being. An 8-weekly stand-alone eHealth ACT intervention was developed to foster both flexibility and well-being in the general population. The aim of this study is to see whether the effectiveness of the ACT intervention is different for middle-aged and older adults.

Method: A controlled longitudinal intervention study was done with 3 measurements over time (8 weeks in between) and 2 groups (experimental and control). Participants were included from the general population between 40 and 75 years old. Outcome measures included well-being, psychological flexibility, experiential avoidance and basic psychological needs. Analyses were done with a 2x2 mixed model with baseline measurement and mental health as covariates.

Results: A total of 635 participants completed all measurements, of these 462 were middle-aged (40-59yr) and 173 were older adults (60-75yr). For the middle-aged group there were significant group effects post-intervention for psychological flexibility (p<.001), experiential avoidance (p=.002), psychological well-being (p=.026) and autonomy (p=.017), competence (p=.017) and relatedness (p=.025). For the older adults group there were only significant effects post-intervention for psychological flexibility (p=.047) and autonomy (p=.040). All effect sizes indicate small effects.

Conclusion: Preliminary results show that the eHealth ACT intervention has an effect on more outcome variables in the middle-aged than the older adults group. Further analysis will be done to provide possible explanations for the **Results:** These will be presented at the congress.

A Randomized Controlled Trial of a Flow-Based Virtual Reality Intervention for Symptom Management in Palliative Care and the Examination of the Mediating Role of Flow

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Background and Aims: Virtual reality (VR) has been shown to be a flow-inducing technology. Preliminary studies in palliative care support its therapeutic potential for symptom management and wish fulfillment. The current study aims to investigate if the flow-based VR intervention, when compared with treatment-as-usual, will bring about effective symptom control using a randomized controlled trial. It also explores the mediating process of flow that may contribute to effective symptom control.

Method: 116 patients with terminal cancer from a palliative care unit were randomly assigned to either the experimental or treatment-as-usual groups. VR and psychological interventions were delivered in the experimental group. Routine psychological assessment and intervention were delivered in the control group. The Chinese Edmonton Symptom Assessment System (CESAS) was used to rate the cancer symptoms, while the Flow Short Scale was used to assess the flow state.

Results: ANCOVA results on 116 participants with pre-test scores as covariates show significant differences between the two groups on CESAS score, $F(1,108)=22.6$, $p<.001$. Mediation analysis results show that the total effect ($\beta=-4.31$, $t=-4.07$, $p<.05$), direct effect ($\beta=-3.46$, $t=-3.40$, $p<.001$), and indirect effect ($\beta=-.85$, $t=-1.99$, $p=.046$) of flow in symptom improvement are significant.

Conclusion: The current research supports the therapeutic application of the flow-based VR and the mediating role of flow in symptom management. It is the first to investigate VR in palliative care using a randomized controlled trial and the first to examine the mediating role of flow in symptom management. The result supports its wider application in the end-of-life care.

A ripple effect of principals' supervisor support: Exploring associations of regional inspectors' support on school principals and teachers

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Background and Aims: The need to belong reflects humans' basic psychological need for a sense of social relatedness and support. Its fulfillment is important not only in the private sphere, but also at work. Specifically, supervisor support was consistently linked with employees' positive job attitudes, well-being, and performance. In the present study we propose that when the supported person is herself a supervisor – it can further effect their relationship with their subordinates, and create a ripple effect of increased relatedness and well-being.

The study focuses on schools, where leadership and interpersonal relationships are key, and proposes that principals' feeling

that their regional inspectors support them is associated with principals' increased sense of relatedness, and better well-being. Principals' sense of relatedness, in turn, is expected to be linked with their teachers' sense of relatedness to school, reported support from the principal and peers, and well-being.

Method: We surveyed 69 principals and 312 teachers from the schools they lead. Participants completed self-report measures of their supervisors' support, sense of relatedness, peer support (only teachers), engagement, positive emotions, and burnout. **Results:** Principals' perceived support from their inspectors were associated with their sense of relatedness, engagement, and positive emotions. In turn, HLM analyses indicated that principals' self-reported sense of relatedness was associated with their teachers' sense of relatedness, perceived support, engagement, positive emotions, and reduced burnout.

Conclusion: The findings support the hypothesized "ripple effect" of supervisor support, suggesting that principals who feel supported create a more supportive climate for their staff.

A Social Identity Approach to Thriving

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Background: A key predictor of thriving is social connection, but this factor is often overlooked due to limited information regarding the explanatory mechanisms and the individual focus of wellbeing science. The current research extends the Social Identity Approach to Health into Wellbeing Science—developing the Social Identity Approach to Thriving.

Aims: The aim is to build a greater understanding of the social determinants of thriving. Specifically, we seek to 1) examine what the social worlds of high thrivers look like 2) understand the moderating role of social identification and 3) examine the possible mechanism of personal resources (control, resilience, social support, self-esteem, meaning, etc.)

Method: We have conducted three studies including a cross-sectional survey, an intervention study and a longitudinal survey. We use thriving and distress measures alongside social identity mapping—an exercise that visually captures participants' social worlds.

Results: Our results confirm the importance of social connection for thriving but indicate the importance of identification with social groups to gain these benefits. Specifically, we identify the importance of positive, representative, and supportive groups. Group quality appears to be more important than quantity and our intervention results show promise regarding our ability to increase social identification with wellbeing activities. Meanwhile, we show that personal resources we gain from our social connections help explain the relationship between social connection and thriving.

Conclusion: This research project draws attention to the social determinants of thriving. By providing clarity on mechanisms and moderators we hope to inform both future research and interventions that target thriving.

A study of Multilevel correlations between Emotional Gratitude and Emotional Indebtedness Among Japanese University Students.

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When individuals receive help or gifts, they often experience both emotional gratitude and emotional indebtedness. While certain prior studies conducted in Europe or America have suggested a negative correlation between emotional gratitude and emotional indebtedness (Tsang, 2006; Watkins et al., 2006), some previous studies in Japan have indicated a positive correlation (Yoshino & Aikawa, 2018a, b). To investigate how these emotions occur in Japan, the present study explored the multilevel correlation between emotional gratitude and emotional indebtedness among Japanese university students through a longitudinal survey. Participants were instructed to report their daily gratitude experiences four times a day (10:00, 14:00, 18:00, 22:00) over the course of a week (from Monday to Sunday). In instances where they did not encounter a gratitude event, participants were asked to report on a neutral interpersonal event. The results revealed descriptive statistics on both gratitude and neutral interpersonal events, as well as multilevel correlations between emotional gratitude and emotional indebtedness. According to the descriptive statistics, participants reported feeling a little emotional gratitude in neutral interpersonal events, despite recognizing these situations as non-gratitude events. The multilevel correlations between emotional gratitude and emotional indebtedness were .21 (level 1, $p < .01$) and .52 (level 2, $p < .01$). These findings provide further evidence supporting a positive correlation in the occurrence of emotional gratitude and emotional indebtedness in the Japanese context.

A Study of the Subjective Well-Being of Children's Home workers in Japan

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Objective: In Japan, the exhaustion of children's home workers is an important issue. Therefore, we aimed to compare items related to the subjective well-being of children's home workers and general workers, and to discuss strategies to improve their well-being based on the results of the comparison.

Methods: We surveyed children's home workers ($n=105$) and general workers ($n=101$) on secondary trauma, life satisfaction, positive affect, negative affect, self-acceptance, self-efficacy, self-usefulness, negative forgiveness toward self, positive forgiveness toward self, and forgiveness toward others. We compared the data and performed regression analysis.

Results: Comparing children's home workers with general workers, children's home workers had significantly lower life satisfaction ($P < 0.01$), positive affect ($P < 0.01$), self-acceptance ($P < 0.01$), self-efficacy ($P < 0.01$), self-usefulness ($P < 0.01$), and positive self-forgiveness tendency ($P < 0.01$) and significantly higher in negative emotions ($P < 0.01$) than general workers. The result of regression analysis and Sobel's test ($z=2.37$, $P < 0.05$) suggested that the positive forgiveness tendency toward self may be mediated as part of the effect of self-acceptance on life satisfaction among the children's home workers.

Conclusion: Children's home workers' life satisfaction, positive affect, self-acceptance, self-efficacy, self-usefulness, and positive forgiveness tendency toward self were significantly lower than those of general workers. Programs to improve subjective well-being are expected. The results also suggest that the tendency toward positive self-acceptance may be mediated by the tendency toward positive self-forgiveness.

Active Hope As A Source of ResilienceDogan Tayfun¹, Arig Seda¹, Tarhan Nevzat¹
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Background: Active hope refers to an individual's proactive commitment to achieving anticipated outcomes. Essentially, it involves purposeful efforts to attain desired goals or navigate challenges. This proactive engagement includes formulating and implementing strategies to achieve objectives, demonstrating resolute intentionality, and taking concrete actions. Different from passive hope, characterized by a passive stance, active hope is a cultivable mental skill that involves recognizing opportunities, assessing alternatives, and creating adaptive pathways. Psychological resilience, on the other hand, relates to the ability to endure challenges, recover quickly, and adapt to new circumstances after facing adversity. Aim: This study aims to investigate the relationship between active hope and resilience.

Method: A total of 323 university students (222 female / 101 male) participated. Participants' resilience levels were measured using the Brief Resilience Scale (Smith et al., 2008) and Connor-Davidson Resilience Scale-Short Form (Campbell-Sills and Stein, 2007). Their levels of hope were assessed using the Adult Hope Scale (Snyder et al., 1991) and Hope Scale (Abler et al., 2018).

Results: Participants were categorized into three groups based on resilience scores (low, moderate, and high). The group with the highest psychological resilience exhibited higher hope levels than the moderate and low resilience groups. The group with moderate resilience had higher hope levels than the low resilience group. Additionally, this study found a significant positive predictive relationship ($R^2=15$ to 49) between hope and resilience.

Conclusion: Active hope significantly predicts resilience, suggesting the importance of including hope-related components in programs designed to strengthen resilience.

Adaptability Protects University Students From Anxiety, Depression, and Insomnia During Remote Learning: A Three-Wave Longitudinal Study From ChinaZhang Keshun¹, Cao Wanjun¹, Jiang Runjie¹
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Background: The longitudinal relationship between students' pre-existing adaptability and subsequent sleep and mental health during the COVID-19 pandemic has not been studied.

Aims: The present study examines the relationship between adaptability and students' anxiety, depression, and insomnia during and after the lockdown related to COVID-19.

Method: The present study examines the relationship between adaptability and students' anxiety, depression, and insomnia during and after the lockdown related to COVID-19. 5,235 university students participated in a longitudinal study with three time points. Students completed the Adaptability Scale before the outbreak (October 2019; Time 1), the Insomnia Severity Index (ISI) both during (April 2020; Time 2) and after lockdown (March 2021; Time 3), the Anxiety and Depression subscales of the SCL-90 (at Time 1 and 3), and the SAS/SDS (at Time 2).

Results: The results showed that self-reported adaptability is significantly negatively correlated with anxiety and depression, and that anxiety and depression are positively correlated with insomnia. Furthermore, adaptability protects from insomnia both directly and through its negative relationship with anxiety and depression.

Conclusions: This study sheds light on the internal mechanisms mediating the relationship between students' adaptability and experience of insomnia in challenging circumstances. Implications for curtailing the negative effects of stressful events on students' sleep health by improving their adaptability and reducing their anxiety and depression are discussed.

Adaptation and Validation of the Life Orientation Test – Revised (LOT-R) for Bulgarian populationTagareva Kirilka¹, Eneva Kristana¹, Ianakiev Youri¹
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Background: People differ in their beliefs about the positive or negative outcomes of different events in their life. Optimism has proved to be a key aspect of building a flourishing, resilient and meaningful life. The Revised Life Orientation Test (LOT-R; Scheier et al. in Journal of Personality and Social Psychology 67:1063–1078, 1994) is a standard instrument, measuring the level of dispositional optimism.

Aim: The aim of the current study was to translate and adapt the LOT-R for the Bulgarian Population.

Method: The Revised Life Orientation Test was translated into Bulgarian language and administered to 825 Bulgarians (age: 20-77 years) of different background throughout the country. Exploratory factor analysis identified one factor explaining over 50 % of variance, confirming the scale's original unidimensional structure, no subscales emerging. LOT-R demonstrates good internal consistency (Cronbach's $\alpha=0.79$) and item total correlation coefficients are mostly between 0.30 and 0.50 showing that items all converge on the same construct.

The results didn't show gender difference in optimism throughout the respondents.

Conclusion: The Bulgarian version of the Life Orientation Test – Revised demonstrated good psychometric characteristics and appeared to be a reliable valid instrument for measuring optimism in Bulgarian population.

Adapting to the changing landscape: An extensive examination of remote workers' well-being after COVID-19 pandemicKarakasidou Eirini^{1,2}, Karampas Konstantinos^{1,2}, Benetou Anny², Kanellakis Konstantinos^{1,2}, Pezirkianidis Christos^{1,2}¹Lab of Positive Psychology, Panteion University of Social and Political Sciences,²Hellenic Association of Positive Psychology

Background: The COVID-19 pandemic precipitated a seismic shift toward remote work globally, disrupting traditional work paradigms. This study investigates the aftermath of this transition, specifically examining the well-being of remote workers and the intricate impacts of sustained virtual work environments.

Aims: This study aims to comprehensively explore the multifaceted effects of remote work on post-pandemic well-being. Employing diverse methodologies encompassing surveys, interviews, and longitudinal data analysis, we delve into the psychological, social, and professional dimensions of well-being within this context.

Method: Through a blend of surveys, interviews, and longitudinal data analysis, we meticulously examine the psychological, social, and professional facets of well-being among remote workers in the post-pandemic phase. Our investigation evaluates crucial factors such as the quality of virtual communication, organizational support, and the accessibility of resources influen-

cing individual well-being.

Results: Our findings elucidate a spectrum of effects stemming from remote work on well-being. While certain individuals experienced heightened autonomy and flexibility, others grappled with feelings of isolation and the challenge of maintaining a balanced work-life equilibrium. Critical elements such as the quality of virtual communication, organizational support, and resource accessibility emerged as pivotal factors impacting well-being.

Conclusion: Furthermore, our study scrutinizes the role of technology in shaping the remote work landscape, exploring its impact on productivity and mental health. We propose tailored recommendations for organizations and policymakers to enhance the well-being of remote workers, underscoring the importance of cultivating a supportive virtual work culture and investing in mental health resources.

This research contributes valuable insights to the ongoing discourse on the future of work. It offers a nuanced understanding of diverse well-being experiences among remote workers in the post-COVID era, enriching comprehension within this evolving landscape.

Advancing Positive Education through Action Learning: Empowering Teachers as Practitioners for Enhancing Well-being in Hong Kong Schools

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Over the past 10 years, positive education has gained significant momentum in Hong Kong to enhance wellbeing of the school community. This movement has garnered support from over 50% of government-aided primary and secondary schools. Initially led by positive psychology (PP) scholars and experts, this tide of movement has missed the opportunity to harness strength of educators as practitioners, who possess invaluable knowledge of contextual and cultural nuances within classrooms and schools.

To bridge this gap, a group of passionate and trained educators took the initiatives to kick-start a year-long action learning program in 2023-24. Through this process, they identified specific wellbeing challenges in their own schools, developed strategies tailored to address the needs, and measured impacts of such contextualized interventions. This practitioner-led approach empowered educators to bring about positive changes, in specific dynamic context in their school settings.

This symposium consolidates implementations and findings of the action learning programs under three key themes. Firstly, it explores how PP-informed strategies enhance educator's eudaimonic wellbeing in the post-pandemic era through daily interactions in the workplace. Secondly, it examines mindset-based pedagogical approaches aimed at nurturing motivation among academically struggling students. Lastly, it presents classroom strategies informed by engagement science to effectively enhance student's wellbeing and learning together.

By consolidating expertise and experience through action learning, this symposium seeks to portrait concurrent wellbeing needs of Hong Kong school community from frontline educator's perspective and examine how contextual positive education interventions can foster wellbeing of the school community as a whole.

An Examination of the Impact of Positive Psychology-Oriented Course on University Students

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Positive psychology aims to enable individuals who are physically and psychologically healthy to sustain their well-being and strengthen their own resources. Seasonality, defined as a significant susceptibility to changing weather conditions, can hinder individuals from utilizing these resources and adversely affect their overall state of well-being. Furthermore, helpfulness within society serves as a significant means of communication among individuals living together. Upon the completion of the academic term, students will be requested to fill out the Seasonal Pattern Assessment Questionnaire (SPAQ), developed by Rosenthal et al. (1987) and adapted into Turkish by Noyan, Elbi, and Korukoğlu (2000) for measuring seasonality, the PERMA Scale developed by Butler and Kern (2015, 2016) and adapted into Turkish by Demirci et al. (2017) for measuring well-being, and the Helpfulness Scale developed by Demirci and Ekşi (2018) for measuring helpfulness. Additionally, they will be asked to complete a demographic information form online. Following the conclusion of the term, students will be encouraged to voluntarily fill out the forms provided and will be informed that they are free to withdraw from the research if they feel uncomfortable. According to the literature, it is expected that the participants taking the course will exhibit a significant increase in well-being and helpfulness scores compared to those who did not take the course, while a decrease in seasonality scores is anticipated. This research is expected to fill a significant gap in the literature, guide future studies due to its 14-week duration, and being a unique study examining these variables.

An explanatory model of postpartum depression and life satisfaction in the perinatal stage

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Research on perinatal mental health is becoming increasingly important. However, only a few studies focus on analyzing the protective factors involved in well-being during this period. The aim of this study was to determine the role of positive and negative emotions in the development of depressive symptoms and life satisfaction, as well as the mediating effect of some psychological resources (i.e., gratitude, optimism and core beliefs). The role of physical health and its relationship with these well-being variables was also evaluated. 574 women in the perinatal stage (62% in the pregnancy stage) completed measures of perceived physical health, positive and negative emotions, personal strengths, life satisfaction and depression. Through a structural equation model, it was found that perceived physical health was directly related to life satisfaction. Also, physical health was inversely related to depressive symptoms. However, this relationship was totally mediated by the development of psychological resources (e.g., optimism or core beliefs). Furthermore, structural equation modelling revealed that gratitude, core beliefs, and optimism mediated the relationship between hedonic well-being and life satisfaction. On the other hand, core beliefs and optimism mediated the relationship between negative emotions and depressive symptoms. These results help understand the mechanisms involved in depressive symptoms and life satisfaction. The implications of this model for the design of future interventions aimed at promoting perinatal mental health will be analyzed.

Postpartum depression, life satisfaction, personal strengths, core beliefs.

An exploration of sensory and emotional engagement in natural environments as pathways to nature connectedness and improved wellbeing for an adult non-clinical population

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Background: Nature Connectedness evidences a positive association with a variety of measures of human flourishing and can be attained/increased via one or more of several pathways. Qualitative exploration of these pathways to date, has however, been scant. Where sensory engagement has been explored through intervention studies, this has mostly been restricted to sight-based activity only and investigation of emotional outcomes has been limited to low-arousal positive emotions such as calm and serenity.

Aims: The current study aims to develop a richer, broader and more nuanced understanding of the dynamics and 'lived experience' of sensory and emotional engagement in natural environments, as pathways to nature connectedness and improved wellbeing.

Method: A qualitative design is employed, with participants completing a short unaccompanied nature visit to a location of their choice followed by a semi-structured interview to discuss their experience in depth and in relation to aspects of nature connectedness and wellbeing.

Results: Results will discuss the themes reflecting participants' engagement of their senses in nature; the range and type of emotional experiences involved; and any impacts of these experiences on wellbeing.

Conclusion: Findings and insights from the current study are intended to inform further research on nature connectedness for wellbeing and the design and development of nature-based positive psychology interventions (NBPPIs).

An item pool visualisation approach to compare four measures of flourishing

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Flourishing is a central concept in improving human well-being. Despite the proliferation of questionnaires attempting to measure flourishing, there is still an ongoing debate in the scientific community about how to define and assess it. The aim of this study is to contribute to both researchers and practitioners wishing to explore flourishing. To improve our understanding of four widely used measures of flourishing, we compared and contrasted the instruments using item pool visualisation (IPV), an illustrative approach that generates item pools from the same dataset and displays them as nested radar maps. Our research indicates that all four measures are useful for measuring the concept of flourishing. Depending on what a researcher or practitioner is interested in assessing (from a broader to a narrower view), however, they differ from each other. If a broader view of flourishing is required, then the PERMA-Profiler, the Mental Health Continuum-Short Form and the Flourishing Scale are appropriate options. If, however, the focus is on measuring a more central concept, the Well-being Conceptual Framework provides the most specific assessment of flourishing.

Anti-Discrimination in Healthcare through PP

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The findings of positive psychology hold numerous of valuable approaches that can be used to improve communication and relationships between patients and medical healthcare professionals.

Communication in medical healthcare itself is a challenging matter all the more if patients carry features that are likely to be. In my work I show how implementing PP approaches in medical healthcare and above all in medical education helps to prevent discrimination by teaching medical professionals to take a different perspective on illness on one hand and on "special" personal characteristics and risk factors on the other.

Instead of focussing on the elimination of diseases at any expense medical professionals can and should learn to focus on the needs of

their patients and consider their capabilities, wishes and goals for their health rather than their shortcomings.

With my variable multi-part workshop series I work with students on recognising prejudices, learn new ways of interacting and communicating and on bringing a new appreciative and resource-oriented perspective into medical healthcare.

My work shows that bringing a PP based concept of acting in solidarity and focus on strengths and possibilities to life in medical healthcare and medical education offers many advantages. It improves not only the well-being of patients and healthcare professionals but also brings benefits to the success of treatments.

Art-of-living as a concept that integrates different ways to well-being. It leads to effective interventions increasing well-being: An overview of a broad research program

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Background: What is a good life and how to be happy? Philosophers have been trying to find answers to this question since ancient times. We refer to Veenman's (2003) art-of-living concept which advocates the distinction between the goal of happiness and the paths to happiness. We integrate theoretical considerations of the philosopher Wilhelm Schmid (1997). Art of living is defined as all paths leading to well-being. It integrates different ways to well-being within one concept.

Aims: In this presentation, we give an overview of our broad research program about "art-of-living", which gives a new perspective on this topic and we summarize important results.

Methods: We include qualitative studies, questionnaire development, artificial intelligence methods, and intervention studies.

Results: In a qualitative nomination study, we looked for true "life artists" and interviewed them.

A questionnaire consisting of 11 components has shown good psychometric quality (Schmitz et al., 2022). For validation, we used self-report measures (mindfulness, wisdom, resilience; Schmitz, 2016) and objective criteria (reaction time, skin resistance, automatic text analysis). Using artificial intelligence methods, we analyzed the optimal predictability of well-being by art-of-living. We developed interventions in different settings, from coaching and therapy (Lang et al., 2018) to the workplace (Schmitz et al., 2023) and schools (Tavakoli et al., 2022). These interventions successfully increased art-of-living and well-being. In recent studies, we trained eudaimonia, hedonia and their combination. Theoretical and practical limitations are

discussed.

Conclusion: Art-of-living is a highly promising integrative concept which helps to derive interventions which enhance well-being in different contexts. Happiness, well-being, art-of-living, intervention

Art-of-Living at Work: an intervention to increase well-being

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Background: Due to increasing work-stress, it is necessary to develop interventions to prevent mental overload. Our study is based on Wilhelm Schmid's concept of art-of-living, which discusses a more mindful, reflective and conscious approach to one's life.

Aim: Based on this, the aim was to develop, implement and evaluate a training program that increases well-being at work using research findings of art-of-living.

Method: The training focused on the components meaning, coping, self-knowledge, reflection, self-determined way-of-living and savouring. It has a quasi-experimental control-group-design with repeated measures. For the two-day occupational intervention, a company team was trained in art-of-living components. Between the sessions, participants had two weeks to individually establish strategies for everyday life with the help of a diary. To measure the depended variables well-being and occupational self-efficacy, the following instruments were used: Art-of-Living Questionnaire-Short Version (Schmitz et al., 2020), Satisfaction with Life Scale (Diener et al., 1985), the Positive and Negative Affect Schedule (Watson et al., 1988), Flourishing Scale (Diener et al., 2010), and Occupational Self-Efficacy Scale (Abele et al., 2000).

Results: Results showed positive pre-post differences on most scales in the experimental group, with increases becoming significant in Self-Knowledge, Flourishing, Positive Affect, and Occupational Self-Efficacy. The interaction of group and gradient is significant on art-of-living ($F=4.90$; $p<0.05$; $\eta^2=0.11$), Flourishing ($F=8.94$; $p<0.01$; $\eta^2=0.23$) and Positive Affects ($F=4.65$; $p<0.05$; $\eta^2=0.11$) scales.

Conclusion: The training shows positive effects on well-being and occupational self-efficacy and therefore represents a win-win-situation for both, the company and the employees.

As Simple as "Hello": Using the VIA Strength of Kindness and Signature Strengths to Raise Workplace Civility

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Incivility in the workplace has been on the rise for several years, with over three-quarters of employees in a global survey indicating they experienced incivility as least once per month, and over seventy percent witnessing it two to three times per month. Employees' experience of incivility ranges from interactions as basic as not responding to greetings or other communication, to being the target of teasing, insults, and or screaming. Workplace incivility impacts emotional, physical, and cognitive outcomes, as well as job satisfaction, engagement, performance, and turnover. How can organizations increase civility?

Our pilot case study, which involves multiple departments and individuals, focuses on the VIA Strength of Kindness, individuals'

Signature Strengths, and workplace civility. Kindness acknowledges our common humanity and provides a typically globally accepted positive behavior, and a non-political, simple approach to increase civility. After introducing VIA Strengths, we share our HELLO approach of using Kindness and Signature Strengths to raise workplace civility. HELLO integrates the following, turning Kindness both inward and outward: 1) Have and honor compassion for yourself and others; 2) Elevate your habits, boundaries, and self-compassion that increase your capacity to be kind and civil; 3) Let a deep breath connect you to Kindness; 4) Listen intently to others, and 5) Offer the Kindest response you can. We discuss the results of our pilot study including the impact of Kindness for self and others, for civility and incivility, and how leaders emphasizing Kindness results in stronger relationships and teams. We also identify future directions.

Strengths, Workplace, Kindness, Civility Theme: Strengths

Assessing Psychological Capital: Construction and validation of the Psychological Capital Inventory (PSI-12)

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Background: Psychological Capital (PsyCap) stands as a pivotal construct within positive psychology, representing a key element in fostering individual well-being. Recognizing the significance of PsyCap, this study embarks on the development and validation of a novel and freely accessible measurement tool – the Psychological Capital Inventory.

Aims: The primary objective of this research is to introduce and validate a comprehensive yet economical scale for the assessment of

Psychological Capital. By creating the Psychological Capital Inventory, the aim is to offer researchers and practitioners a versatile instrument that contributes to the advancement of PsyCap research and application.

Method: Data for this study was gathered through a cross-sectional online-based panel survey, employing a genetic algorithm to construct the Psychological Capital Inventory. This innovative approach allowed for the efficient development of a psychometrically sound questionnaire, ensuring both cost-effectiveness and robust validity in the assessment of PsyCap.

Results: Preliminary results demonstrate the successful creation and validation of the Psychological Capital Inventory. The scale exhibits favorable psychometric properties, including reliability and validity, making it a promising tool for measuring Psychological Capital.

Conclusion: The introduction of the Psychological Capital Inventory addresses a need for a state of the art accessible and reliable

assessment tool. By combining methodological rigor with cost-effectiveness, this study contributes to the field's advancement and opens avenues for future research and practical applications of PsyCap. Researchers and practitioners alike can benefit from this freely available instrument to enhance their understanding and promotion of psychological well-being.

Assessing the Effects of the 'SKY' Restorative Breath-based Intervention for Optimal Functioning in the Workplace: A Randomized Control Trial

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Background: Human capital plays a crucial role in the success of an organization and further contributes to the broader goals of growth and development of society. In this regard, it has become imperative to implement initiatives to ensure the optimal functioning and well-being of employees at the workplace.

Aims: Taking into account the positive impact of Yoga on psycho-physiological aspects of health, this study aims to examine the impact of a breath-based intervention, Sudarshan Kriya Yoga (SKY), on the state of being and functioning among employees of a leading manufacturing firm in India.

Method: Undertaking a pre-post randomized-control experiment design (n = 64; SKY group = 33, Control Group = 31), we studied the impact of SKY on participants' psychological variables. The participants completed self-report measures of thriving, general health, stress, anxiety, emotional, social, and psychological well-being at two-time points: one week before (T1) and one week after (T2) the intervention was administered to the SKY group. Since the study included two groups and two time points, we employed mixed-design analysis of variance (ANOVA) to assess the impact of the intervention.

Results: Results from the mixed-design ANOVA indicated that the intervention significantly reduced participants' stress and anxiety and increased the levels of their thriving at work, emotional well-being, psychological well-being, social well-being, and general health.

Conclusion: The findings provide support for considering SKY as a potential well-being intervention for employers at the workplace. And, since well-being directly impacts learning and performance, SKY has wider implications for society at large.

Association Of Emotional Intelligence With Recovery From Work Before And After A Program Aimed At Enhancing Wellbeing At Work

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In intensified and renewing work life, recovery from work has become an important in relation to maintaining wellbeing at work. We developed a program aiming to improve emotional intelligence (EI), recovery and wellbeing at work. The aim of the study was to examine whether EI is associated with recovery from work before and after a six-month program.

Participants were from three occupations (N=47): school principals (n=19, mean age 54), supervisors in accommodation and catering (n=13, mean age 33), and sport coaches (n=15, mean age 37). EI was measured with BEIS-10 (Davies et al. 2010) and recovery from work (incl. the sub-scales of psychological detachment, relaxation, control and mastery) was measured with The Recovery Experience Questionnaire (Sonnentag & Fritz, 2007). We analyzed data with Spearman's correlation and linear regression analysis.

Before the program, EI was not associated with total recovery from work. However, higher EI was associated with higher control ($\beta=.36$, $p=.018$). After the program, higher EI was associated with recovery from work in total ($\beta=0.32$, $p=0.042$), higher relaxation ($\beta=0.38$, $p<.02$), and higher mastery ($\beta=0.33$, $p=0.04$). EI was marginally related to higher control ($\beta=.28$, $p=.075$) after the program. EI was not associated with psychological detachment from work.

Our program focused on enhancing both emotional intelligence and recovery from work. We found several associations between EI and recovery experiences at the end of the six-month program. It may be that participants started to pay attention to their feelings and took actions for recovery.

Associations of hedonic and eudaimonic motives for activities with mental health and life satisfaction. A longitudinal survey study.

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Background: People differ in their tendency to pursue hedonic or eudaimonic well-being. This raises the question of how different motives to act relate to different measures of well-being and health.

Aims: We aimed to assess whether hedonic or eudaimonic motives for activities relate more strongly to mental health and satisfaction with life. Exploratorily, we tested for potential interactions with trait hedonic functioning.

Method: Three waves of a longitudinal online survey study were analyzed. The convenience sample comprised n = 2585 German-speaking participants. We applied the Hedonic and Eudaimonic Motives for Activities – Revised (HEMA-R) scale, the Satisfaction with Life Scale (SWLS), the 12-item General Health Questionnaire (GHQ-12) and the Temporal Experience of Pleasure Scale (TEPS). Linear mixed effects models were computed to address our research question.

Results: Both hedonic pleasure motives and eudaimonic motives were positively associated with life satisfaction and negatively associated with mental burden. However, the effects of hedonic pleasure motives were overall significantly stronger, especially with regard to mental burden. In addition, the within-person effect of hedonic pleasure motives on mental burden was significantly influenced by trait hedonic functioning. In people with higher hedonic functioning, the negative effect of hedonic pleasure motives on mental burden was stronger.

Conclusion: Our results support the differentiation of hedonic and eudaimonic motives and reveal significant differences in the strength of their association with life satisfaction and mental burden. More research is needed to better understand the interactions of motives for activities, levels of functioning and measures of well-being.

Attentional biases towards emotional facial expressions as a protective factor for postpartum depression symptoms

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Background: Some studies have shown an attentional protective bias to positive information in healthy participants in comparison with depressed patients. However, little is known about the processing of facial emotional expressions by healthy mothers in comparison with mothers with postpartum depression symptoms.

Aims: The main objective of this study was to assess attentional biases to facial emotional expression in mothers with postpar-

tum depression symptoms (PPD) and healthy mothers using indices of visual attentional processing provided by eye-tracking technology. *Method:* The sample consisted of a total of 73 mothers in their first year postpartum, with a mean age of 34,12 (SD= 5,54). The Edinburgh Postpartum Depression Scale (EPDS) was used to separate the mothers into three groups. All participants completed a free-viewing attentional task designed with 96 trials, 32 trials for each emotional category (happy, sad, and angry), combined with neutral expression of the same adult/child. Analyses performed were mixed ANOVA 3 (Group: moderate PPD, severe PPD, controls) x 3 (Emotional category: happy, sad, angry) x 2 (Image type: adult, child).

Results: The control group shows an attentional preference for both adult and child expressions of happiness on several indices. Results indicate that mothers with PPSD symptoms showed a lower preference for neutral stimuli of children than for negative emotional stimuli, compared to control mothers.

Conclusion: Healthy mothers show a protective attentional bias towards positive information. Positive interventions with mothers with PPD could contribute to increase attentional processing of positive information to generate a protective factor like that of healthy mothers.

Autistic adults' wellbeing: a systematic review

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Background: Autistic individuals place well-being as a priority research area in order to foster positive changes in their daily lives (Frazier et al., 2018). This research aimed to identify factors related to the well-being and quality of life (QoL) of autistic adults.

Method: Following PRISMA guidelines, a systematic review was performed on empirical studies investigating factors related to autistic adults' well-being or QoL. Included studies were written in English, French, Russian, Lithuanian and published in peer-review journals. Four databases (PubMed, Web of Science, PsycARTICLES, Scopus) were searched in August 2023. The quality of the included studies was assessed using the Mixed Methods Appraisal Tool (MMAT; Hong et al., 2018). A narrative approach was used to synthesise the findings.

Results: Out of 6203 studies, 66 met the inclusion criteria. Sample sizes ranged from 4 to 1139 participants aged over 18 years. Overall, autistic adults reported lower general well-being and QoL compared to non-autistic adults. The most consistent correlates of the constructs were found to be social experiences, as well as psychological and physical health. However, it was observed that the analysed data were predominantly representative of white males without intellectual disabilities.

Conclusion: The present study shows the need to develop inclusive research methods that enable autistic adults with learning or intellectual disabilities to self-report on their well-being and QoL, as well as to explore experiences across different ethnicities, cultures and genders.

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Balancing Acts: The Impact of Calling, Work-Life Enrichment, and Work Overtime on Sleep Quality

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In recent decades, the study of calling has garnered significant attention, with identified benefits associated with a strong sense of calling. However, calling is perceived as a double-edged sword, and its nuanced impact on both work and life aspects has become a focal point of research interest.

This study aims to investigate the correlation between having a calling and an individual's life quality, specifically in terms of sleep quality. We propose that having a calling contributes to work-life enrichment, thereby positively affecting an individual's sleep quality.

Our sample, consisting of 491 working adults, illustrates that the positive influence of having a calling at work extends to one's personal life by enhancing work-life enrichment. Nevertheless, this positive spillover effect may be compromised in the face of high-frequency overtime work.

Our findings offer both theoretical and empirical support for the positive impact of having a calling on both work and life domains, underscoring the role of work overtime as a potential barrier that could transform callings into burdens.

Battling the barriers to compassion in organisations

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Background: Compassion at work has been linked to many important work outcomes, including improved well-being, leadership capability, cooperation, and commitment. However, what prevents compassion at work has not been adequately studied, with only a few research studies on the barriers to compassion; those that exist are mainly limited to healthcare.

Aims and Method: This empirical paper explores the barriers to compassion through interviews with 14 groups of managers and employees (N = 81) from five different organisations in a variety of fields.

Results: We identify barriers in five dimensions: mindset, behavior, culture, system, and leadership. Importantly, we have discovered that the barriers are often interrelated within and across dimensions, revealing their interdependence. Failing to recognize not only barriers as such but also their systemic interrelations may present a major barrier to the management of compassion at work. In fact, understanding the systemic nature of barriers can make the battle against barriers to compassion more effective and systems intelligent.

Conclusion: We discuss the theoretical contributions as well as the practical implications of our findings for managers, and offer a blueprint for optimizing compassion on an individual, community, and leadership levels.

Being Mindful in Times of Uncertainty – Process Evaluation of a Mindfulness Intervention

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This abstract summarises a study exploring the impact of mindfulness interventions on employee well-being during organizational changes such as mergers and acquisitions (M&As), particularly in the context of the pandemic's aftermath. The

research acknowledges the heightened period of disruption and uncertainty globally, including wars, energy crises, financial market instability, and potential economic crises, which significantly affect organizations and their employees. Previous studies have linked organizational changes to negative impacts on employee well-being, including anxiety, job insecurity, and health issues. This study aims to understand how mindfulness interventions, known to enhance mental health, well-being, and work performance, can support employees during these challenging times.

The research employs a qualitative design, using interviews and focus group discussions with participants from two corporate organizations that implemented mindfulness interventions. The process evaluation framework by Nielsen and Randall (2013) guides the analysis, focusing on the context, the intervention, and the participants' mental models. Preliminary findings indicate varying experiences and impacts of the interventions across the two organizations, influenced by factors like the acquisition process's nature and the top management's approach to change.

The study aims to contribute to literature on organizational change by highlighting the differing challenges faced by employees in similar situations across different organizations and examining the reciprocal effects of interventions during uncertain times. It also seeks to add to the research on workplace interventions, addressing inconsistencies in current studies. Practically, the findings are intended to guide practitioners, HR professionals, and management in designing and implementing effective employee support interventions during times of uncertainty.

Benefits of Being Motivated by the “Big Self”: Chinese Students’ Self-Transcendence Motivation Predicts Increased Agentive and Cognitive Engagement and Well-Being Beyond Identified Motivation

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Background: Self-transcendence motivation refers to people engaging in activities for its contribution to a better world. Recent research shows that students' self-transcendence motivation for studying predicts better learning outcomes.

Aims: This research extends this literature by examining the predictive associations of self-transcendence on various types of classroom engagement and well-being outcomes.

Additionally, given self-transcendence can be seen as a form of identified motivation (i.e., learning because one recognizes its value and importance), we aim to compare self-transcendence against identification.

Method: A large sample of Chinese secondary school students (N = 7125, age = 14.6, SD = 1.43; 3871 female, 55.2%) were surveyed using online questionnaires first in the fall and then in the spring. Factor analyses were performed to examine the validity of self-transcendence and its psychometric differentiation from identification, and regressions were performed to examine the predictive effects. All analyses were performed in Mplus (using its complex data feature to account for nested data).

Results: Concurrent regression analyses supported the significant associations of self-transcendence with all student outcomes in engagement, performance, and well-being. Further, lagged regression analyses showed that self-transcendence significantly predicted improved agentive and cognitive engagement, positive affect and vitality, and decreased negative affects half a year later. Factor analyses showed the clear separation between self-transcendence and identified motivation, and regression results supported the incremental effects of self-transcendence on various outcomes while controlling for identification.

Conclusion: This research supports the unique predictive effects of self-transcendence on student outcomes of engagement and well-being, beyond traditionally measured identified motivation.

Beyond coincidence: An Investigation of the Interplay Between Synchronicity Awareness and the Mindful State.

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Background: Synchronicity awareness refers to the sense of a profound psychological connection between an internal event (e.g., thought, image, or dream) and external events that occur simultaneously. While this experience is a rather widespread phenomenon, it was scarcely examined scientifically and only little is known about the cognitive mechanisms underlying it.

Aims: The aim of the present study was twofold: First, to further validate the recently conceived Synchronicity Awareness and Meaning Detection (SAMd) scale. Second, to explore the potential relationship between SAMd and different constructs of Mindfulness.

Method: 572 participants engaged an online survey, incorporating the SAMd, Five Facets of Mindfulness Questionnaire, Mindful Awareness and Attention Scale, Langer's Mindfulness Scale, and Encoding Style Questionnaire.

Results: Our results revealed that synchronicity awareness, meaning detection and mindfulness are distinct constructs. A significant association between synchronicity and core facets of mindfulness was observed, indicating that participants with higher SAMd scores were more sensitive to inner sensations, more novelty-seeking, and engaged in their actions. Additionally, SAMd scores were linked to internal encoding style, suggesting a top-down processing of experiences. However, synchronicity was not associated with outwards- directed mindful awareness.

Conclusion: Our findings suggests that synchronicity might involve an intrinsic attentional process, influenced by internal cues. We propose that the SAMd-mindfulness relationship is anchored in two cognitive mechanisms: enhanced visual processing and engagement of meta-cognitive processes.

Bounce Back: The mediating role of resilience in the relationship between emotion awareness and mental health of students in Hong Kong

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Background: In post-pandemic era, resilience's role in protecting student's mental health has drawn much attention in the field. However, in PISA 2018, Hong Kong students' resilience ranked 74 out of 78. Theory and practice to build resilience for students in Hong Kong are thus of utmost importance in recent years. Building on teacher's awareness and strength of promoting emotion awareness (EA) in classroom, this study examines the interplay between EA, well-being, ill-being and resilience of students in Hong Kong.

Aims: The aims of this study were to examine how different levels of EA contribute to increasing resilience, promoting well-being and lowering ill-being, and to scrutinize if resilience mediated such relationship.

Method: An online survey was conducted in 2022-23 academic year. Data was collected from 520 elementary students, aged 9 to 11, among 3 local schools.

Results: It was found that student's ability to analyze emotions ($\beta=.44$) was a stronger predictor of resilience, than their ability to differentiate among different emotions ($\beta=.09$). A positive relationship between both levels of EA and well-being was found, which was partially mediated by resilience. Meanwhile, our result shown that analyzing emotion had no direct effect on ill-being ($\beta=.00$), far much less than the direct effect of differentiating emotion ($\beta=-.50$). Resilience fully mediated the relationship between analyzing emotion and ill-being.

Conclusion: This study provided evidence on how different levels of EA were related to students' resilience and mental health. Factors that facilitated such relationships were suggested, such as school culture and trusting relationship that build resilience.

Breaking Boundaries: A Systematic Review of Assessment Instruments for Ego Deconstruction

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Background: Recently, the exploration of ego deconstruction, spanning from self-transcendence to complete ego dissolution, has garnered increasing attention in psychological research. Understanding the psychological experiences characterized by a diminution of the self is crucial for advancing our comprehension of altered states of consciousness and their potential therapeutic applications. Nevertheless, limited research has been conducted on identifying the most appropriate instruments for assessing these experiences. **Aims:** This review aims to conduct a comprehensive examination of existing validated questionnaires and behavioral tasks, specifically designed for assessing ego deconstruction. **Method:** Following PRISMA guidelines, a systematic search was conducted in Pubmed, Web of Science, PsycInfo and Scopus. Out of 10,645 initially identified articles, 5,294 were analyzed by title and abstract, with 232 selected for full text review. Ultimately, 24 articles met the inclusion criteria: to include the development of a validated questionnaire or behavioral task, which is specifically designed to assess ego deconstruction, and available in English. **Results:** Six instruments were identified for the assessment of self-transcendence, alongside fifteen scales and three behavioral tasks for evaluating experiences of ego dissolution. The psychometric properties of each instrument were meticulously described, providing valuable insights into the current landscape of assessment tools within the domain of ego deconstruction. **Conclusion:** These results not only enrich our understanding of ego deconstruction but also serve as a valuable resource for researchers, aiding them in selecting appropriate measures for investigating this complex psychological phenomenon. Therefore, it lays a foundation for future studies, fostering a more appropriated approach to investigate ego deconstruction.

Bridging Cultures: Exploring the Impact of Acculturation and Culture Mixing on International Students' Intention to Stay and Work in Taiwan

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The processes of cultural integration have been investigated extensively in the field of psychology, producing a number of relevant theories. While international students' intention to stay abroad after graduation has been examined extensively in the context of push and pull factors addressing mostly socio-economic factors, little attention has been given to the effect cultural adaptation plays in their decision-making process.

We examine how "cultural acculturation" and "culture mixing" affect international students' intention to remain in the country and seek employment post-graduation. The mediating effect life satisfaction plays in this process, as well as the influence of culture mixing on intentions of students in different academic fields were also addressed in this study.

The target population for this study includes international students in Taiwan who are in their third year of college or above, up to the graduate level. Among them, 57.69% are female, and 42.31% are male. And, the findings suggest that (1) acculturation plays an important role in student's intention to stay and work in Taiwan after graduation, both as a direct effect and (2) through the mediating effect of life satisfaction. (3) Culture mixing was found to have a direct effect on students' intention to stay and work in the country, (4) but no significant mediating effect of life satisfaction was found in this process. (5) Culture mixing is strongly correlated to STEM students' intention to stay in the country, while no significant effect was observed for students in different academic fields.

Building Scholarly Practitioners: Service Learning at Penn

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Background: Graduate students in applied positive psychology need "practice fields" to learn how to develop and apply research-informed positive interventions. While practice opportunities for coaching and other 1:1 applications are easy to identify, they are more challenging at the institutional level.

Aims: Penn partners with an array of organizations representing diverse contexts and cultures. The semester-long project offers a real-

life organizational context to build student practice skills, resulting in: (1) new, research-informed interventions, (2) students better prepared to apply positive psychology, and (3) organizations motivated and prepared to implement positive interventions.

Method: Penn has partnered with 100+ nonprofits over nine years in service learning relationships, including schools, non-profit workplaces, prisons, animal rescue, disaster relief, refugee and immigrant support, underserved populations, and more. The supervised process accomplishes four student learning outcomes: (1) learning a rigorous process for research-informed applications, (2) conducting a literature review, (3) practicing how to negotiate a professional relationship and deliver outcomes, and (4) building collaborative team skills. The project deliverable summarizes process, research, and application, and translates it into materials effective for the target population.

Results: Students is a 4.71/5 over the nine years. Two organizational case studies that speak to the effects of these student projects will be featured.

Universities can address the need for students to practice in real-world contexts at the institutional level through service partnerships with nonprofit organizations. This successful approach yields more confident practitioners, satisfied partners, and spreads positive psychology concepts in a thoughtful manner among workplaces and populations.

Can Sound Bath Meditation result in Measurable Durable Inner Peace in Higher Education Students?

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Background: In most cities and towns worldwide, soundbaths are offered, and claims made regarding their healing properties. Soundbaths have even been offered for stressed covid weary nurses in a recent Health Care Trust report (Manning & Pattani, 2021). However, there has only been a handful of studies undertaken on soundbaths thus it is important to carry out empirical research to assess the benefits of soundbaths as a unique form of contemplative practice. Higher Education students start University with lower-than-average stress, yet by year two their stress levels are much higher (Macaskill, 2013). Therefore, it is important to identify specific interventions that can address this issue and improve students' wellbeing and resilience.

Aims: The aim of this study was to examine undergraduate and postgraduate responses to taking part in six virtual or face-to-face soundbaths over six weeks.

Method: Students' wellbeing was measured before and after the six face-to-face or virtual sound bath sessions using the a GP-CORE wellbeing questionnaire. In addition, student's resilience to stress and physiological wellbeing was measured using the biomarker of heart rate variability (HRV).

Results: Preliminary results for the pre and post intervention GP-CORE measure show there was a significant difference in subjective wellbeing as a result of taking part in a sound bath intervention. There was also a significant difference in HRV measures before and after taking part in the soundbaths.

Conclusion: The findings show that taking part in soundbaths can significantly lower stress, increase wellbeing and also improve resilience in higher education students.

Categorical versus dimensional models of sense of coherence Part 2: Taxometric analysis using SOC-13 in a Japanese population

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Background: Sense of coherence (SOC) is a critical concept in salutogenesis (Antonovsky, 1987) and consists of comprehensibility, manageability, and meaningfulness. The factor structure of SOC has been widely discussed. However, no studies have examined whether the SOC is a categorical or dimensional variable. Furthermore, salutogenesis was developed through interviews with people who had maintained their health through severe traumatic situations, raising questions about its applicability to the general population. We investigated the latent structure of the SOC with taxometric analyses using the original SOC-29 scale and reported that the SOC is dimensional rather than categorical (Fukui et al., 2024). However, the reproducibility of this finding when the SOC is assessed with the more widely used short version of the scale, the SOC-13 scale, has not been investigated.

Aims: The present study investigated the latent structure of SOC through taxometric analyses using the SOC-13 scale.

Methods: SOC-13 data from university students and adults (N = 1260) were extracted from multiple survey datasets, and three subscale scores, comprehensibility, manageability, and meaningfulness, were calculated.

Results: The taxometric analyses, consistent with the findings using the SOC-29 scale (Fukui et al., 2024), suggested that the SOC is dimensional rather than categorical. However, the result was less clear than that using the SOC-29.

Conclusion: This study showed that the SOC lies on a continuum, suggesting that most people could promote their health by increasing their sense of coherence. However, further research on SOC, including populations with high SOC, is needed.

Categorization of links between dispositional aspects of loss of self consciousness and autotelic personality

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Background: Among the components of Flow (Csikszentmihalyi, 2014) Loss of Self-Consciousness (LoSC) is the most unexplored dimension, as evidenced by an analysis of 403 articles, only 52 of which mention it (Chartres et al., 2022). This multidimensional and dynamic variable based on a dual perspective : state and dispositional, and potentially contributing to the development of the Self, relationships with others and could participate in the construction of the complexity of the self (Heutte, et al., 2021).

Aims: Identify individual and collective LoSC trends based on profiles.

Method: Our research is based on a mixed methodology. It is based on 467 respondents to the EduFlow2, collective and personal efficacy and self-esteem questionnaires, and 30 interviews with engineering students coded with an analysis framework.

Results: The quantitative results show the LoSC following a U-shaped trend. The qualitative data highlight a certain biographical component, giving rise to 3 types of profile. Thus, the combination of these data can explain the link between the dispositional aspect and the autotelic personality (Baumann, 2021).

Conclusions

The results invite discussion of the profile categories that are influenced by the individual's biographical background, and the impact on the public and private aspects of LoSC. The organization of training experiences can thus have links with the construction of autotelic personalities.

Changes in Stress-Related Outcomes among Graduate Students in Ontario, Canada following the Mindfulness Ambassador Program: A Pilot Study

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Background: Graduate students often experience high stress levels, and associated challenges to their intra- and interpersonal relationships. The Mindfulness Ambassador Program (MAP) is a promising evidence- and group-based program not yet studied among graduate students.

Aims: The primary objectives of this study were to: (1) explore graduate students' perceptions of stress, and their relationships with themselves and meaningful others; (2) explore graduate students' perspectives of and satisfaction with the MAP; and (3) investigate if participation in the MAP elicited changes in graduate students' perceived levels of stress, self-awareness, interpersonal skills, and/or social connectedness.

Method: This one-group, pre-post mixed method pilot study included a brief demographic questionnaire, semi-structured interviews, two MAP-specific program questionnaires, the Perceived Stress Scale, the Situational Self-Awareness Scale, and the Social Connectedness Scale-Revised. Data analysis involved thematic analysis, descriptive statistics, and paired t-tests.

Results: Pre-intervention, qualitative themes included participants (n = 10) experiencing moderate-to-high stress levels, intra-personal conflict, interpersonal relationship challenges, and seeing oneself as a work in progress. Post-intervention, participants (n = 9) reported better stress management, increased consideration for oneself and others, feelings of connection with others, and overall satisfaction with the MAP. Statistically significant pre- to post-intervention improvements were found for mean score differences for perceived stress (p = .043), private self-awareness (p = .006), awareness of immediate surroundings (p = .044), and social connectedness (p = .006).

Conclusions: Participants reported several benefits resulting from their participation in the MAP; these findings may be used to inform future mindfulness-based programming for graduate students.

Character Strength Recognition Training: Increasing Judges' Raw Accuracy and Signature Strength Recognition

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The study investigates the effects of a strength recognition training program (embedded in the Realistic Accuracy Model, addressing detection and utilization of the accuracy process by incorporating an adapted Rater Error and Frame of Reference Training) on character strength judgments. A sample of N = 96 German-speaking participants (76% women) aged 19 to 73 years (M = 26.81; SD = 11.32) participated in a randomized online training using a 2 (groups) x 3 (times) AB/BA crossover design. The intervention resulted in improved signature strength recognition and raw accuracy with a medium effect size, but did not enhance distinctive accuracy, trait accuracies, and overall strength recognition. Participants reported a significant acquisition of knowledge that was not related to strength recognition. The application of this knowledge was associated with strength recognition. The training was effective for various participants, including those with prior knowledge and high recognition abilities, recommending it to professionals.

Character strengths and social loneliness in Taiwanese medical students: do social environments matter?

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Background: Recent research has been increasingly interested in examining whether character strengths differ greatly across social environments in which an individual is embedded.

Aims: In line with this argument, we evaluated whether family cohesion and high school experiences have contributed to the close association between character strength and social loneliness among medical students.

Method: We analyzed a sample of 294 medical students from a prestigious university in Taiwan. Data were collected during 2022-2023. The VIA-120 and De Jong-Gierveld scale (DJGS) were used to measure character strength and social loneliness (Cronbach $\alpha=0.81$), respectively. Regression models were employed to estimate the association between social environments, character strengths, and social loneliness, adjusting for age and sex.

Results: Social environment appears to be closely associated with character strengths, as indicated by the six virtues. The stronger family cohesion is, the higher the level of humanity ($\beta: 0.15-0.36, p<0.01$), justice ($\beta: 0.13-0.23, p<0.01$), and curiosity ($\beta=0.19; p<0.01$). Family cohesion was found to be associated with a lower level of social loneliness. In addition, medical students who graduated from private high schools as well as high schools outside Taiwan were less likely than those who graduated from urban elite high schools to report social loneliness. Moreover, with the exclusion of temperance, the other five virtues were negatively correlated with social loneliness.

Conclusion: The obtained findings in this study underscore the importance of social environments that may affect the character strengths and social loneliness of medical students.

Character strengths of nurses buffering death anxiety

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Nurses make up the largest segment of the healthcare workforce and have the closest and most sustained proximity to patients. There is a shortage of approximately 2 million nurses in India. Such a paucity of nurses puts additional work that a limited number of nurses have to shoulder. Subsequently, exerts tremendous pressure on their mental health and the health care delivery system of the country. This study is a cross-sectional survey that explores the impact of character strengths such as gratitude, social intelligence, and humility on the death anxiety of experienced (> 12 years) and novice (< 12 years) Indian nurses based on a median split. Aim:- First, to see the prevalence of death anxiety among nurses in India. Second, to see the impact of character strengths and work engagement on death anxiety and well-being among working nurses. Method:-The sample consisted of 1360 nurses. The tools used were the Death anxiety scale developed by Templer, the gratitude questi-

onnaire6 developed by McCullough, the general humility scale by Davis et al., 2011, and the Tromso social intelligence scale. Result: Death anxiety of subjects with less experience was reported to be higher as compared to more experienced nurses ($p < 0.01$ level). Secondly, it was found that the death anxiety of experienced nurses is influenced by higher gratitude and humility levels, whereas, in novice nurses, lower levels of humility and gratitude were associated with a higher level of death anxiety. There was a significant negative correlation between death anxiety and the well-being of nurses. *Conclusion:* Gratitude, humility, and social intelligence as character strengths are helpful in buffering the negative effects of death anxiety and enhancing the well-being of nurses. Nurses' mental health through the examination of death anxiety from a positive psychological perspective deserves investigation. It is concluded that policies about mental health education among nurses should be formulated to help them effectively deal with death anxiety. Thus including them in maintaining their own mental health.

Characteristics fostering motivation in gifted and twice-exceptional students: a developmental and environmental perspective

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Background: Although several studies have documented academic boredom among gifted and twice-exceptional students, even fewer have looked at what promotes their motivation – an essential prerequisite for learning.

Aim: This study aimed to identify the developmental and environmental characteristics that foster intrinsic or integrated motivation in gifted and twice-exceptional students.

Methods: A total of 73 Canadian elementary school students (Mage = 9.3; SD = 1.3) with giftedness ($n = 27$) or twice exceptionality ($n = 46$), as well as their parents (Mage = 40.7; SD = 5.5), were recruited. Mean comparison and correlation analyses were conducted on data from a development and environment questionnaire and a motivation questionnaire completed online.

Results: For both gifted and twice-exceptional students, not having said their first words early, enjoying school, and attending a particular school program contributed significantly to intrinsic or integrated motivation (all $ps < 0.05-0.001$). Specifically for gifted students, having undergone a neuropsychological assessment and maintaining a positive self-image promoted intrinsic or integrated motivation (all $ps < 0.05-0.034$). As for twice-exceptional students, perceiving positive impacts from the neuropsychological evaluation, being calm and adapting well to classroom demands, attending a school that appropriately meets their needs and enables them to pursue their interests, maintaining a good relationship with their teacher, and demonstrating prosocial behaviors, favored intrinsic and integrated motivation (all $ps < 0.03-0.001$).

Conclusion: These findings underline the importance of considering gifted and twice-exceptional students' learning needs and developmental particularities to support their academic motivation.

Characteristics of Good Judges of Character Strengths: Exploring Individual Differences and Accuracy in Text- and Video-Based Assessments

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In two studies, we investigated the characteristics of good judges of character strengths in text- and video-based conditions. In Study 1, strength recognition ability of 325 judges (text-based condition) and a subset of 202 judges (video-based condition) was measured, compared between conditions, and correlated with judges' self-assessed strength-spotting ability and verbal reasoning ability. In Study 2, video-based strength recognition ability of 175 judges was correlated with their empathy, mindfulness, and character strengths. Self-assessed strength-spotting ability showed no relationship with performance-based strength recognition. Text- and video-based accuracy levels were comparably high (small to moderate accuracy levels), with cognitive and protective strengths more accurately recognized in text format and civic strengths better identified in video format. Verbal reasoning was positively correlated with strength recognition in the text-based but not in the video-based condition. While empathy exhibited a positive correlation with strength recognition, mindfulness and character strengths showed no associations. We recommend utilizing objective measurement methods to assess individual strength recognition ability and implementing comprehensive training involving cognitive and perceptual abilities (strength vocabulary and an outward orientation).

Childhood Maltreatment, Trait Resilience and Prenatal Distress among expecting mothers and fathers in the FinnBrain Birth Cohort Study

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Background: In this study we examined the association between childhood maltreatment exposure (CME) and psychological distress, including symptoms of depression and anxiety, during pregnancy. Additionally, we explored the potential moderating effect of trait resilience on these associations.

Methods: The study is part of ongoing FinnBrain Birth Cohort Study. The sample consisted of 3016 mothers and 1931 fathers. The data were collected using self-report questionnaires, including EPDS, SCL-90, CD-RISC-10 and TADS. We conducted ANOVAs and linear logistic regression analyses to examine the associations between depression, anxiety, resilience, and CMEs.

Results: CMEs were associated with increased psychological distress, including depression symptoms and anxiety, and decreased trait resilience among both mothers and fathers. Additionally, trait resilience had a moderating effect on the association between fathers' CMEs and psychological distress, while no significant moderating effect was found among mothers. Furthermore, among both mothers and fathers, higher trait resilience was associated with decreased anxiety and depressive symptoms.

Limitations: Due to cross-sectionality, it is not possible to establish a causal relationship between CMEs, resilience, and parental distress. Additionally, the study does not provide insights into the underlying factors or processes that contribute to the development of trait resilience.

Conclusions: Trait resilience plays a protective role in the mental health of parents during pregnancy. This study is the first to investigate the significance of fathers' trait resilience during pregnancy. In clinical settings, it is crucial to identify parents who exhibit low levels of resilience and provide them with appropriate support, recognizing them as a vulnerable group.

Co-creating and shaping organisational strategy through 'appreciative inquiry inspired' community conversations - a bottom up case study.

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Top down, bureaucratic approaches to organisational strategy development often stall or stutter. Alternative approaches that allow for greater co-creation, listening and agility are more likely to increase engagement and ownership of strategy.

This case study highlights how we worked with a leading UK college to design a bottom-up and values-based approach to designing and delivering their strategy. We adopted an Appreciative Inquiry approach, using the SOAR framework (Cole & Stavros, 2019), to capture input from the College's internal and external stakeholders.

Appreciative Inquiry is founded in positive psychology and seeks to understand the strengths of an organisation and what is working well, in order to (re)design a more positive and sustainable future (Cooperrider & Goodwin, 2011). This moves away from a more traditional problem-solving paradigm often seen in organisations, which rarely results in a new vision amongst people (Cooperrider & Whitney, 2000).

Through a series of Community Conversations, we gathered a diverse range of ideas and experiences, in what has been a significant cultural shift in how voices are heard and acted upon.

We will share how:

- we used an appreciative inquiry infused approach to co-create an organisational strategy;
- we designed and delivered a series of structured community conversations and stakeholder events;
- the insights from community conversation events translated into action;
- we have learned from this approach as practitioners.

Attendees will gain direct knowledge of (and benefits of) an inclusive and evidence-based approach to strategy development, and be encouraged to consider how this could be applied within their own organisational context.

Coaching reinforces pastoral professionals' well-being and engagement

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Background: Due to processes of secularization, social fragmentation and cultural diversity many pastoral professionals experience work pressure often combined with a disturbed work-life balance, which sometimes leads to severe distress and even burn-out.

Aims: Creating a better understanding of factors influencing distress and burn-out in pastoral professionals belonging to the Dutch Reformed Church and developing an effective coaching-programme based on insights of positive psychology.

Methods: The Engagement-Scan was used to investigate well-being of pastoral professionals serving a congregation of the Dutch Reformed Church. The Job-Demands-Resources- Model and solution-focused approach was used to develop a coaching- programme of seven 90 minutes sessions by trained coaches. Its effectiveness was tested by a RCT with two-arms (intervention and control). Participants who were most at risk for burn-out were included in this RCT. One month after finishing the coaching-programme participants of intervention and control-group filled out the Engagement-Scan.

Results: 1670 pastoral professionals received the Engagement-Scan. 643 participants (39%) returned the questionnaire; 138 appeared to be at risk for burn-out and included for randomization: 69 were assigned to intervention (coaching) and 69 to the control group. 45 participants of the intervention-group accepted the invitation for coaching. Coached pastoral professionals showed 80% decrease in burn-out, compared to 0% decrease in control-group. The number of coached professionals with severe distress decreased with 61% compared to 48% in the control-group. Coachees valued the coaching-programme with 8,5 (on 1-10 scale).

Conclusion: Our coaching-programme applied to pastoral professionals, reduces burn-out and restores a healthy work-life balance.

Collective Care in Education

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Australian teachers face a crisis of low wellbeing with 'burnout' and 'overwork' impacting their level of life satisfaction. We are currently faced with the "wellbeing generation," characterised by hyper-individualism and a focus on tackling self-care at the individual level, leading many teachers to leave the profession due to unmet expectations of consistent positive experiences at work.

Recent wellbeing research emphasises systemic change to address individual teacher's wellbeing and create a positive organisational culture within schools. By focusing on the individual employee, schools are challenged with the conflict it is creating with traditional educational outcomes, focused on academic outcomes. Given the rising pressure on teachers and their declining wellbeing, we must consider additional support for their well-being.

The 'Me, We & Us' framework (Jarden & Jarden, 2016) offers a comprehensive approach to teacher wellbeing by bridging the gap between individual ('Me') and organisational ('Us') interventions, emphasising the role of groups and relationships ('We') in building a connected and flourishing society. By prioritising collective wellbeing through 'We,' we move away from hyper-individualism and towards a community that values shared growth and collective well-being.

Within education, using the 'We' component of this framework to develop collegial relationships built around a common goal can increase key wellbeing indicators including purpose and connection to work, as well as a protective factor of support to help navigate the unpredictability of the workplace.

Drawing on the research of system science and wellbeing science, we unpack the best application for addressing teacher wellbeing at the group level. By establishing practices in relational crafting, peer relationships, community connection and service we provide application strategies that foster an environment conducive to wellbeing and growth.

COMMIT: a compassionate mind training intervention for academy football playersMeichan Angus J.¹, Molyneux Philip J.¹, Alexander Tim P.¹¹University of Hull

Background: COMMIT is a programme of Compassionate Mind Training (CMT) that has been adapted for use with youth soccer players attending professional football club academies by integrating positive psychology theory and practices into the therapeutic model.

Aim: The aim of the presentation is to present details of the intervention and the qualitative findings of a study investigating the effectiveness of the intervention on a sample of youth academy players aged 9-13 years at a Category 2 academy in England.

Method: 30 academy players completed an 8-week CMT intervention involving weekly 30-minute psychoeducational classroom sessions integrated into their usual training programme. The effects of the intervention on the players' resilience, well-being and performance were explored in focus group discussions held before, during and after the intervention.

Results: Players reported that COMMIT had helped them control their emotions better in games and that it had also made them better

teammates. In addition, some reported improvements in the consistency of their soccer performance.

Conclusion: Compassionate Mind Training incorporating positive psychology theory and practice can be delivered in an age-appropriate and socially-valid way in professional football club academies.

Comparative analysis of pre- and peri-pandemic well-being, mental health and study characteristics of medical studentsHuber Alexandra ¹, Rabl Luna ², Höge-Raisig Thomas ², Höfer Stefan ¹¹Medical University of Innsbruck, Department of Psychiatry, Psychotherapy, Psychosomatics and Medical Psychology,²University of Innsbruck, Department of Psychology

Objectives: This study aims to understand the well-being, mental health, and study conditions of medical students, acknowledging their vulnerability to burnout and mental strain due to high demands, stressors, performance pressure, and resource limitations. Focused on the evolving landscape of medical students' challenges, the analysis considers the dynamic changes in study conditions during the COVID-19 pandemic.

Methods: Utilizing data from 988 Austrian medical students over six years, the study conducts cross-sectional and longitudinal analyses. Group differences were explored across pre- and peri-pandemic constructs, examining overall trends, gender variations, different study year cohorts, and COVID-19-related questions.

Results: Results indicate consistent well-being before and during the pandemic. The peri-pandemic cohort, particularly in the second year, reported heightened study satisfaction, increased lecturer support, and reduced emotional exhaustion, cognitive demands, and various stressors. Longitudinally, work overload was higher before the pandemic, while study satisfaction was lower. During the peri-pandemic period, around one in seven students exceeded the cutoff for generalized anxiety disorder, and one in ten surpassed the cutoff for major depression, with higher burden among female students. First-year students were significantly more affected by pandemic containment measures, yet they felt better informed and encountered fewer difficulties making new friends compared to later-year students.

Conclusion: Conclusively, the unexpected positive findings during the peri-pandemic period may result from response shift effects, necessitating further investigation. Elevated scores for anxiety and depression cutoffs highlight potential unmet needs among medical students, prompting consideration for additional health promotion efforts.

Comparison of anxiety, depression and well-being in women cycling naturally and taking oral contraceptives – a daily diary studyKowalczyk Melanie ¹, Kornacka Monika ², Krejtz Izabela ¹¹SWPS University Warsaw,²SWPS University Katowice

Background: Women are twice as likely to suffer from generalized anxiety disorder (Howell, 2001) and depression (Kuehner, 2017). The literature shows inconsistent results regarding the link between anxiety and oral contraceptives (OC) (Laird et al., 2019) but the link between depression and OC is clearly recognized in women who started taking OC during adolescence (Anderl et al., 2021). OC usually contain ethinylestradiol and progestins which can be androgenic or anti-androgenic. Androgenic progestins are derived from testosterone while anti-androgenic progestins block androgen receptors (Raudrant & Rabe, 2003).

Aim: To understand the differences between women taking OC and women naturally cycling (NC) regarding their daily levels of anxiety, depression and well-being.

Methods: 72 women (30 – OC; 42 – NC) participated in a daily diary study in which they had to complete an online diary for 15 days. The 15 days were divided into 5 days for each phase of the menstrual cycle: menstruation, follicular and luteal. Women taking OC do not have these phases but were tested at the same time to allow for comparisons between the groups. The participants provided measures of their daily psychological functioning.

Results: There were no differences between groups in levels of anxiety and worry. However, women taking anti-androgenic OC had higher levels of depression, lower levels of self-esteem and lower levels of daily satisfaction with life than NC women, in all phases of the menstrual cycle.

Conclusion: Future studies should be conducted to explore the link between depression and well-being in women taking OC, especially anti-androgenic OC.

Compassion Fatigue as a Self-Fulfilling ProphecyLee Cunningham Julia ¹¹University of Michigan

People's compassion response often weakens with repeated exposure to suffering, a phenomenon known as compassion fatigue. Why is it so difficult to continue feeling compassion in response to others' suffering? One possibility is that the capacity to feel compassion in these situations is explained by people's belief that compassion is a limited resource and that feeling compassion can result in fatigue. We propose that mindsets about compassion as limited result in a self-fulfilling prophecy that reinforces compassion fatigue. If so, then inducing the mindset that compassion is nonlimited should enable people to

continue to feel compassion in the face of suffering. Across three studies, we show that there is variability in people's compassion mindsets, that these mindsets can be altered through information supporting one view or the other, and that limited-compassion mindsets are associated with lower feelings of compassion, less helping, and more fatigue. This research not only identifies a novel factor predicting compassion fatigue; it also supports the idea that people's beliefs about the nature of emotions affect how emotions are experienced. Together, this research contributes to developing a strategy for increasing people's capacity to feel compassion and their prosocial behavior.

Concept Mapping Analysis of Employee Workplace Resilience: – Illustrated with the Experiences of Three Taiwanese Workers Facing Workplace Crises

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Background: The modern workplace presents complex challenges to employees' mental well-being, and current managerial strategies often lack effectiveness in handling crises. Cultivating resilience has become a key focus in employee assistance programs, aligning with the increasing emphasis on promoting psychological well-being at work. Beyond immediate coping, fostering resilience enables employees to build lasting positive psychological capital.

Aims: The objective of this study is to explore the connotation of resilience in response to workplace crises to understand the characteristics and effectiveness mechanisms of workplace resilience in Taiwan.

Method: This study utilizes critical incident interviews, conducting 2 to 3 sessions with each of the three participants, each lasting around 90 minutes. Transcripts are analyzed using a concept mapping approach.

Results: Concept mapping analysis reveals that the essence of workplace resilience can be grouped into three clusters: resilience traits, resilience environment, and resilience capabilities. Resilience traits encompass "common traits," consisting of 24 positive traits by Seligman and Peterson, and "Chinese cultural traits." Shared traits among participants include "courage," "perseverance," "hope," "love," and "gratitude." Chinese cultural traits involve "contentment," "patience," and "acceptance of fate." Resilience environment is further categorized into "organizational advantages" and "relational advantages," offering psychological and tangible support. Resilience capabilities include "social values," "harmony between self and others," and "dual harmony," fostering conditions for cognitive reappraisal and positive reinterpretation in adversity.

Conclusion: The research results are intended to offer intervention proposals for cultivating workplace resilience and serve as a reference for future related research.

Considering the influence of place identity and trait cheerfulness on effects of brief virtual doses of nature on basic emotions, fatigue, and environmental perception

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Background: Environmental psychology theory (Ulrich, year; Kaplan, 1995) suggests individuals prefer nature because it elicits positive emotions, reduces fatigue, and the perception nature has these restorative benefits. The investigation of individual differences on the nature-wellbeing relationship is less common. Preference also represents an important individual difference - place-related identity - which interacts with environments to impact emotion and perceived restorativeness (Blind); trait cheerfulness/bad mood (Ruch, 1997) impacts these outcomes (Blind).

Aims: This study investigated whether fatigue/state cheerfulness/bad mood, basic emotions and perceived restorativeness differed from brief virtual environmental experiences; and if preference (place-related identity) contributed to these effects, controlling for trait cheerfulness/bad mood.

Method: Online participants (N = 230) indicated preference (nature = 130; urban = 100), fatigue and state cheerfulness/bad mood and viewed one of four environments for 30 or 60 seconds. They reported basic emotions, rated environment perceived restorativeness, fatigue and state cheerfulness/bad mood, and trait cheerfulness/bad mood.

Results: Urban streets elicited higher negative and nature/urban greenspaces higher positive emotions compared to two urban street conditions. State cheerfulness/bad mood were only influenced by trait covariates. Fatigue was not affected. Place-related identities interacted with environment; effects on fear/anxiety, positive emotions, and perceived restorativeness were stronger with a nature place-related identity.

Conclusion: The findings further evidenced the importance of individual differences in the link between people, nature, and positive psychological outcomes. Future research should include positive emotions (PERMA) as outcomes and explore the efficacy of virtual or real-world exposure for interventions to enhance human health and well-being.

Consumer food waste behaviour: The role of positive and negative emotions

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Numerous interventions have been suggested to decrease food waste and its adverse impacts. Some studies have examined the impact of emotions on food waste behaviour, but have not established a causal relationship between consumers' natural emotions and food waste, nor have they identified the mechanisms. The majority of current research concentrates on negative emotion associated with food waste, particularly guilt, while positive and neutral emotions have received less attention. Moreover, research has mainly concentrated on behavioural intention rather than behaviour, creating a gap between the two. Therefore, further research is necessary to bridge this gap. This study examines the relationship based on affective events theory and the broaden-and-build theory of positive emotions, using data from a fieldwork study of catering consumers conducted between April and June 2022 (N = 1030). The findings indicate that (1) Positive emotion among consumers promote food waste behaviour, while neutral and negative emotion inhibit it. (2) Consumers' food waste-related emotions do not significantly predict actual food waste behaviour. (3) The study found that positive emotion affects food waste behaviour through satisfaction. (4) Additionally, dining duration moderates the relationship between emotions and food waste behaviour. This research establishes a causal relationship between consumer emotions and food waste behaviour and extends the empirical research of affective event theory to the restaurant industry context. Clear recommendations are provided for managing consumer behaviour change, ultimately contributing to the reduction of food waste and promotion of more sustainable consumption.

Continuous Time Modeling of the Association Between Temporal Well-Being and Creative Behavior

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Empirical research increasingly reveals important within-person correlations between temporal well-being and perceived momentary creativity. Beyond mere concurrent associations, it is vital to investigate cross-lagged effects to comprehend how perceived momentary creativity might influence, and be influenced by, future well-being. Hierarchical Bayesian continuous-time dynamic modeling, as developed by Driver & Voelkle (2018), offers advanced analytical tools for a detailed analysis of these lagged effects. Through a one-week experience sampling method (ESM) via a mobile app, we gathered 1995 reports from 59 undergraduate students on their perceived momentary creativity and the valence and activation dimensions of their temporal well-being. Results indicated that increases in valence predicted subsequent increases in perceived momentary creativity, which aligns with the notion that positive emotional states can foster creative thinking. On the other hand, perceived momentary creativity did not predict subsequent valence of temporal well-being. This finding challenges the common assumption that engaging in creative activities always enhances mood or emotional state. Changes in perceived levels of creativity were unrelated to subsequent changes in levels of activation, and the reverse association was also insignificant. This research contributes to our understanding of the complex relationship between creativity and well-being, highlighting how positive emotions can facilitate creativity.

Contributions of Serious Leisure to elderly people’s integral development through social and human care agents’ training

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Population ageing is a striking feature of today’s Western societies, and it’s essential to train and update skills in order to achieve excellence in social and human care, where the elderly person’s integral development truly takes place. In this context, a systemic training proposal is presented, aimed at enabling agents – professionals and volunteers – with roles in social and human care fields.

In this proposal, we are relying on Serious Leisure as a tool to improve and innovate service quality for older adults. This is a training program with theoretical and practical moments, in which the starting point is a positive and appreciative perspective on ageing. Contributions and relationship between Serious Leisure and ageing are presented, as also, among others, the concept of “changing scenery”.

By focusing on Human Needs’ approaches and Serious Leisure, this training program includes themes such as communication, caring with dignity, interpersonal relationships and positive ageing.

Based on Capability Approach, Positive Psychology and Leisure Studies, strategies that contribute to excellence in ageing contexts care are discussed. Methodologically speaking, the training includes both lectures and participation by the trainees, using specially designed teaching resources.

This proposal is part of the Integral Human Development Post-Doctoral Program hosted by Universidade Católica Portuguesa, and supported by PORTICUS.

Coping Strategies and Their Impact on Teacher Resilience and Well-Being Under Stress

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Background: Understanding the complex interplay between resilience, coping strategies, stress, and well-being is crucial for promoting psychological health in teachers, who often face significant stressors in their professional roles. *Aims:* The study aims to investigate how teachers manage stress, the coping mechanism they employ and the consequent effects on their well-being.

Method: This is a cross-sectional study involving 115 teachers from a secondary school in Brunei Darussalam. The Psychological Distress (DASS-21), Mental Wellbeing (MCH-SF), Resilience Scale and the Brief Cope data were analysed using a moderated mediation with parallel mediator.

Results: Resilience had a direct positive effect on well-being. Positive coping partially mediated the relationship between resilience and well-being, while negative coping did not. Stress significantly moderated the relationship between positive coping and well-being, with notable effects observed for moderate and high stress levels. Teachers reported using positive coping strategies such as travelling, engaging in leisure and hobbies, focusing on mental and emotional wellness, participating in physical activities, maintaining social interactions, practicing spiritual and religious activities and considering, food and nutrition. Additionally, some teachers reported having no coping strategies.

Conclusion: Positive coping plays a crucial role in promoting well-being, particularly under moderate to high stress. This study highlights the role of coping strategies in the resilience process that are influenced by contextual factor like stress. Practitioners can design interventions that focus on developing and enhancing positive coping strategies, preparing them for future challenges in their personal and professional lives.

Coping with the diagnosis of multiple sclerosis: A research protocol on the contribution of flow and mindfulness to illness adjustment

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Background: The period following the diagnosis of multiple sclerosis (MS) is extremely important to identify and mobilize psychological resources that can support mental health and lead to illness adjustment. Previous studies attested to the crucial role of attention and awareness, identifying flow and mindfulness as potential resources supporting mental health. While mindfulness has been widely investigated in MS, flow has rarely been explored.

Aims: In this poster presentation, we will thus describe a research protocol aimed to analyze the relation of flow and mindfulness with mental health among individuals newly-diagnosed with MS.

Methods: 400 participants will be recruited in eight Italian MS centers. At the project start and 6 months later, they will complete questionnaires measuring flow, mindfulness, positive mental health, anxiety, and depression. Hierarchical regressions and qualitative analyses will be conducted on gathered data.

Expected Results: Both flow and mindfulness are expected to independently contribute to participants' mental health. However, considering that flow usually arises during the performance of daily activities, we hypothesize that flow occurrence would provide a more relevant contribution to mental health as compared to mindfulness, and that it could play a moderating role in the relation between mindfulness and mental health. Finally, concerning flow-related tasks, we expect that participants would primarily retrieve flow in productive and leisure activities.

Conclusions: Findings could pave the way to the development of flow-based interventions as stand-alone psychoeducational sessions or in combination with mindfulness-based programs. Flow, mindfulness, well-being, multiple sclerosis Theme: Flow

Correlations Between Resilience-Supporting Factors and Dance

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This study explores the connection between resilience and dance, focusing on factors fostering resilience through dance activities. Investigating dance's impact on individuals' psychological adaptability, the research employs Donders' 7 resilience factors—acceptance of the past, realistic optimism, problem-solving, utilization of abilities, self-discipline, mindfulness and passion, and healthy relationships—as a framework to delve into the relationship between dance and resilience.

Utilizing a mixed-methods approach, the study gathers both quantitative and qualitative data. The 10-item version of the Connor-Davidson Resilience Scale was employed to assess participants' coping abilities. A total of 106 respondents completed the online questionnaire, including an open-ended question about dance's positive effects on their quality of life and coping skills.

While quantitative analysis didn't reveal the expected significant differences in psychological resilience between dancers and non-dancers, it's suggested that questionnaire questions might not have effectively filtered out factors that could have impacted results.

Responses to open-ended questions reveal phenomena closely tied to resilience: positive emotions, stress coping, goal achievement, flow experiences, nurturing social bonds, and valuing physical activity.

The findings underscore the intimate link between dance and resilience. Regular dance engagement enhances emotional states, self-assessment, stress reduction, and psychological flexibility. Moreover, dance fosters communal experiences, bolstering mental and emotional well-being, thus strengthening resilience. By connecting Donders' resilience factors with dance, this study demonstrates how dance cultivates attributes crucial for resilience development across various life aspects.

Couple's and family satisfaction from a positive psychological perspective

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Relationship satisfaction is determined by a person's attachment indicators and the experiences the couple have together. The level of the satisfaction can determine the family satisfaction also, as according to the structural model of the family therapy the integrity of the couple subsystem predicts family satisfaction. In this study we aim to measure the positive psychological correlates of the relationship and family satisfaction.

470 adult participants took part in this online survey study (age: $M = 41.25$, $SD = 10.81$), who have at least 1 child. We used questionnaires to measure intimacy in relationships, flow experience, satisfaction with life, mental health, spiritual well-being, and parental bonding.

According to our results, previous positive parental bonding experiences (perceived love and care) ($\beta = 0.10$, $p < 0.05$), as well as flow experiences together in the relationship (flow intensity: $\beta = 0.42$, $p < 0.01$; flow frequency: $\beta = 0.28$, $p < 0.01$; $R^2 = 0.43$) contribute to the relationship satisfaction. Couple's satisfaction correlates strongly with satisfaction with the family life ($r = 0.64$, $p < 0.01$).

System-informed positive psychology aims to focus on interactions and transactions in different relationships. This perspective can widen our knowledge about the positive psychological functioning of different systems, like couples and family, to enhance identifying and building strengths in favor of the quality of the studied relationships.

Cross culture: Flourishing of Generation Y in Turkey and Indonesia

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Background: Developing countries like Turkey and Indonesia need to develop flourishing in their young generation to compete for globalization. **Aims:** The main objectives of the research were (1) to measure the degree of Generation Y flourishing, (2) to map the five pillars of Generation Y flourishing, and (3) Flourishing with demography data (gender, education, marital status, income). **Methods:** PERMA-Profilier (15 items) added eight items from Negative Emotion, Health, Loneliness, and Happiness. This study also used demographic variables (gender, education, marital status, occupational, income). Participants in this study were Gen Y: Jakarta ($N = 339$) and Istanbul ($N = 290$). **Result:** Gen Y in Jakarta with mean of overall well-being = 5.77 with Cronbach's α was 0.857 (Positive Emotion = 7.10; Engagement = 6.92, Relationship = 7.53; Meaning = 7.47; Accomplishment = 7.06; Negative Emotion = 5.88); Health = 7.11; Loneliness = 4.83; and happiness = 8.03), Gen Y in Istanbul with mean of overall well-being = 7.01 with Cronbach's α was 0.845 (Positive Emotion = 7.54; Engagement = 7.32, Relationship = 7.50; Meaning = 5.77; Accomplishment = 7.40; Negative Emotion = 7.20); Health = 5.93; Loneliness = 2.51; and happiness =

2.50). The data show that 28% experience flourishing in Jakarta and 10% in Istanbul. There is no difference in demographic data. *Conclusion:* The Meaning of Gen Y in Turkey is lower. The flourishing results of both countries are still low. Positive psychology-based programs need to be developed in both countries.

Cultivating Purpose in K-12 Classrooms

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Research on purpose, or a long-term and enduring commitment to contributing to the world in a personally meaningful way, has increased dramatically over the past twenty years (Bronk et al., 2023; Damon, et al., 2003). Research consistently finds that leading a life of purpose benefits the broader society and individual actors (Bronk, 2013). Individuals with purpose thrive physically, psychologically, and academically (Bronk, 2023). Despite the benefits of leading a life of purpose, the experience is rare. Only about one in five young people can articulate a clear purpose for their lives (Damon, 2008). Given the benefits of purpose and its rare nature, school-based programs designed to cultivate the construct among young people have mushroomed in recent years (Bronk, in press).

This talk will feature a comprehensive review of k-12 purpose-fostering programs. For k-fifth grade youth, the review will focus on programs and interventions that have effectively cultivated antecedents to purpose (e.g., Benson, 2008), and for sixth through twelfth grade youth, it will feature a review of empirically-based programs designed to encourage purpose among adolescents, highlighting specific practices, such as writing prompts, online activities, and interviews, as well as general principles, such as reflecting, discussing, and forming long-term commitments (Colby, 2020). Program evaluation results will also be shared (e.g., Malin, 2018). Finally, we will share findings from our own recent purpose intervention study, which featured activities based on our review. The talk aims to stimulate research among positive educational scholars designed to support purpose-cultivation efforts in schools.

Culturally adapting and testing a mindfulness and acceptance-based mental health support program for adolescents with HIV in a resource-constrained setting. Experiences from Uganda'

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Adolescents with HIV (AWH) report the highest mental health burden in Uganda. The dual challenge of living with HIV and negotiating life stage changes compromises AWH's mental health and related clinical outcomes. While several psychosocial strategies are used with AWH, the persistent mental health gap warrants alternative and innovative approaches to complement existing care services. Mindfulness and Acceptance-based Interventions (MABI), particularly Acceptance and Commitment Therapy (ACT) show promise when used to support the mental health of young people. However, their effectiveness has only been tested in high-income contexts and not with adolescents living with a stigmatized condition such as HIV. We aimed to adapt ACT for use in Uganda by engaging n=30 stakeholders involved in the HIV care cascade and also test its effectiveness in reducing depression symptoms, internalized AIDS stigma and anxiety among a sample of 122 older AWH (15-19 years) through an open-label randomized trial (NCT05010317). Key adaptations to ACT included: simplifying the language of the manual, adding local practices and slang into therapy, introducing racially congruent visuals and cards representing emotions and reducing therapy sessions from six to four. We used paired sample t-tests and multiple linear regression to compare the control and intervention groups pre-post. The intervention was associated with a reduction in symptoms of depression (pre-test= 21.64; post-test= 12.07, p =<0.001), anxiety (pre-test= 35.47; post-test= 27.41, p =<0.001), and stigma (pre-test= 3.09; post-test= 2.07, p =0.002). Results suggest that MABIs have the potential to improve the mental health of AWH in low-resource settings.

Dealing Depression with Cognitive Therapy and Mindfulness

Sraman Shimo ¹

¹Wat Mai Amataros

Depression is not a modern problem, but its history goes back to the beginning of human civilization; as the Buddha "An enlightened One" says: life is suffering. Living with stress was experienced in this very life by every man even in ancient times. But today, depression is becoming a big factor influencing the well-being of modern mankind. In the West many people have been involved in dealing with this problem, both the medical professors and therapists, and the patients or clients. In this small paper, I will address the Buddhist point of view on this issue and how Western psychotherapists integrate Buddhist mindfulness meditation into their psychotherapy theory, especially theories from Dr. A.T. Beck.

Decent Work, Life Satisfaction, and Knowledge Sharing in the Portuguese Social Economy Organizations

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Background: Social Economy Organizations (SEOs) are dedicated to facing economic challenges and meeting human needs to impact local communities and contribute to their flourishing positively. In Portugal, SEOs also play a crucial role in promoting employment, employability, and social protection. Despite its importance, they face multifaceted difficulties in their working conditions, therefore being our research target, mainly concerned with Decent Work (DW), involving rights protection, income generation, and social protection, fostering professional development, Life Satisfaction (LS); as a cognitive judgment of one's circumstances, crucial for well-being assessment, and Knowledge-Sharing (KS); facilitating intentional and unintentional knowledge dissemination. This study focuses on the interaction between DW and LS and between DW and KS SEOs employees. *Method:* 338 workers from five SEOs participated in this study. The Decent Work Questionnaire, Satisfaction-with-Life-Scale, and an adapted regressions were conducted.

Results: The linear regression results showed that the Global-DW dimension explained 35% of Intentional-Knowledge-Sharing (KS1) variance and 14% of Non-intentional-Knowledge-Sharing (KS2). Multiple linear regressions between the seven DW dimensions and KS showed that Fundamental-Principles-and-Values-at-work (DW1) and Fulfilling-and-productive-work (DW3) were significant to promote KS1, explaining approximately 47% of the variance in the entire sample. Only (DW1) promotes KS2, explaining about 16% of its variance. Global DW also explained 20% of the variance in Life Satisfaction. Multiple linear regressions showed that Fulfilling-and-productive-work (DW3), Meaningful-remuneration-for-the-exercise-of-citizenship (DW4), and Adequate-Working-time-and-workload (DW2) were significant to predicted LS and accounted for approximately 20% of the LS variance.

Conclusion: This study highlights the positive impact of fostering DW on KS and LS within SEOs. Fundamental-principles-and-values-at-work emerged as crucial for promoting KS in general. Fulfilling-and-productive-work, Meaningful-remuneration-for-the-exercise-of-citizenship, and Adequate-Working-time-and-workload are significant dimensions for enhancing LS. These insights contribute to creating healthier working conditions, aligning their societal purpose and emphasizing the well-being of SEOs workers.

Decoding virtual team flow – A text mining approach to identify the antecedents and consequences of team flow experiences in virtual teamwork

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Team flow is a shared experience characterized by optimal team dynamics. While teamwork in many contexts is increasingly shifting into virtual spaces, also collaboration changes. Hence, questions arise on how virtual team flow is experienced, which antecedents can contribute to it and which factors can inhibit it. Furthermore, the consequences of team flow in virtual teamwork and the relationships with team effectiveness and personality traits are unclear.

We are conducting an online cross-sectional questionnaire focusing on qualitative questions on antecedents and consequences of

team flow in virtual teams. 500 German and Polish employees working in virtual teams are recruited. Applying automated text analysis with text mining tools, we aim to gain a broader understanding of team flow in virtual teamwork. Furthermore, relationships with personality traits, effectiveness and communication are to be examined.

Results are expected for January 2024. Ethical consent was obtained and the study was preregistered (osf.io/9fwbc).

Results from a pre-study show that factors conducive to virtual team flow could be found on the individual, task-related and organizational sphere, e.g. motivational aspects, the creative nature of a task, trust or communication within the team.

With the insights gained from the study, the dynamics of virtual teams can be better understood. By identifying team flow situations and factors that are conducive to virtual team flow we aim to help creating more positive work conditions for virtual teams. We expect to derive design parameters for virtual teamwork and thus help teams to benefit from the positive consequences of team flow experiences.

Design, implementation and evaluation of an e-learning on positive psychology and mental strength for teachers

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Background: Against the backdrop of constant societal evolution, the education system remains a cornerstone of development. Educators bear the multifaceted responsibility of not just imparting knowledge but also fostering the social and emotional development of their students. This necessitates not only pedagogical prowess but also a high degree of mental resilience. Consequently, the cultivation of personal strategies to enhance mental well-being and alleviate stress becomes imperative.

Aims: In response, this study introduced an eight-week e-learning program focusing on positive psychology and diverse competencies

such as appreciative communication and conversation skills, time and energy management, mindfulness, conflict resolution, problem-solving techniques, and vitality. Following the training, a thorough evaluation was conducted to gauge its impact on variables like the application of positive psychology techniques, trained competencies, mental strength, flourishing, happiness, work ability, and stress.

Method: The evaluation study is based on a 2x3 waitlist group design. Throughout all three measurement points, 134 individuals participated in the study.

The relevant factors arise from the belonging to the experimental or control group (between-subject), as well as the three measurement points (within-subject).

Results: Correlated sample tests unveiled a statistically significant difference between groups across measurement points for variables like positive psychology technique application, appreciative communication, conversation skills, time and energy management, mindfulness, conflict resolution, problem-solving techniques, vitality, mental strength, flourishing, happiness, work ability, and stress. Effect sizes across all variables ranged from moderate to large.

Conclusion: The evaluation of the E-Learning program demonstrates that mental strength and the respective competencies are trainable, resulting in a decrease in negative variables such as stress and an increase in positive variables like flourishing.

Determinants of social workers' happiness

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Introduction: If social workers are to function well and keep offering knowledgeable services to South Africa's most vulnerable citizens, then the obstacles they face must be overcome. This study shows the connection between the subjective wellbeing of social workers in both their work and life domains and connects it to the determinants of subjective wellbeing.

Aim: This study aimed to gain an understanding of how social workers perceive their work-life perspective.

Method: In this qualitative study, exploratory and descriptive research designs were deemed appropriate, together with an

interpretivist paradigm. Non-probability purposive sampling was employed. The participants (11 frontline social workers and 12 supervisors) were interviewed using a semi-structured interview schedule and provided rich and valuable data exploring their work-life perspective and subjective wellbeing. This study's subjective well-being was derived from Diener's research and is further supported by Seligman's flourishing concept.

Results: Social workers who feel supported in the workplace are more likely to be satisfied in their jobs.

Participants in this study reported that high caseloads increased their stress levels and made them feel inadequate and contemplated quitting their jobs.

Conclusions: Social workers need to take responsibility for flourishing at work by setting boundaries to survive the demanding profession.

Developing Awe Life Skill to Support Adolescents In Finding Meaning

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The Woow Cards_ A Self-Help Program For Developing Awe Life Skill And Support Adolescents In Finding Meaning

In our modern world, adolescents are faced with a lack of meaning and a growing disconnection from Nature. Those can lead to depression and suicidal behaviours. Connectedness to Nature and Finding meaning are important factors to well-being. Advances in the science of Awe have placed this emotion as a mediator between Nature and meaning. Awe, as a self-transcendental emotion mostly elicited in Nature, has the potential to transform people's lives and to arouse a sense of meaning in life. In the context of Positive psychology, Awe stands as a potential life skill which, through training and practice, can help adolescents overcome daily life difficulties and enhance their well-being.

The purpose of this artefact is to leverage existing research findings on Awe and adolescence to create a training program for building this life skill in teenagers.

Designed over a 26 days training, the program is a self-help tool to develop nature connectedness, the awe skill, and increase meaning and well-being. By developing and cultivating a sense of Awe, adolescents should gain a protection against mental illness and a path to well-being.

Developing Resilience in High Pressure Work Environments – The example of early career accountants

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Background: The transition from education to work can be stressful on its own and even more so within high pressure work environments. Developing resilience early on to support this change can prepare early career staff for a smooth entry into the job market.

Aims: The aim of this study was to shed light on the facilitators and impediments to resilience with the example of early career accountants.

Method: Early career accountants participated in this qualitative study with 24 males and 13 females being in the first five years of work experience. We implemented an online, anonymous survey with open-ended qualitative questions on workplace resilience.

Results: Using thematic analysis, three broad categories emerged: impediments, facilitators, and development of resilience. Challenges might impact on work performance and resilience can have a mediating influence. Specifically, relationships at work, organizational issues, personal competence, and work conditions seem to be essential to well-being and job satisfaction.

Conclusion: Strategies are presented to enter the workforce equipped with resilience. Developing resilience in high pressure work environments can be helpful across job sectors and organizations need to invest in supporting new employees at the start of their career to set up individuals with work wellbeing. Education is currently not focusing enough on this transition either and elements of resilience could be incorporated into curriculums.

Developing strength cards and applying to medical education for resilience training

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Purpose: Identifying strengths and building good relationships with others are important factors for improving well-being. The number of medical students suffering from mental health problems is increasing, owing to rigorous academic demands in medical education. As part of self-care education for medical students, we developed strength cards as a tool to increase resilience and developed methods for discovering one's own strengths, engaging with others, and making use of them.

Procedure: Strength words were selected based on the Japanese expression of a person's personality used in everyday life. We also referred to character strength words in the Japanese translation of the VIA-IS. We developed forty-eight words and created cards. A total of 131 first-year medical students selected three to five words for their strengths, wrote down the reason for their choice, and then presented them in a small group. Next, the group members pointed out their strengths from the perspective of others. We then conducted a peer coaching session to clarify how students will achieve their goals using their strengths.

Results and discussion: The most frequently chosen cards on their own were resilient, positive, and curious, whereas the most frequently chosen cards by the group members were friendly, calm, and dependable. We compared these results with those of the NEO-FFI and found a significant correlation between the students' five-factor personality traits and the selected strength cards. We received positive feedback from the students that they could not only find their own strength but also know how to use their strength.

Developing well-being/ill-being factors scales at work

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Background: Contemporary trends in corporate human resource management emphasize the importance of focusing on individual employees with diverse values. Particularly in employment organizations like companies, there is an increasing demand for activities that achieve individual well-being at work and link it to organizational outcomes, along with the use and conceptualization of assessment scales for these purposes.

Purpose: This study aims to develop scales for quantitatively measuring the factors contributing to employees' well-being and ill-being in the workplace.

Method: The research was conducted in three stages. Initially, a review of prior studies was undertaken to understand the composition of previously proposed concepts. This was followed by qualitative research to include diverse and comprehensive concepts reflecting Japanese cultural characteristics. Finally, a quantitative survey was conducted, employing exploratory factor analysis and covariance structure analysis to verify the validity and reliability of the scales.

Result: The developed scales comprise a well-being scale (7 factors: 67 items) and an ill-being scale (7 factors: 62 items) at work, positioned as subcategories of existing subjective well-being scales like SWLS and Maeno's Four Factors of Happiness.

Conclusion: An important finding of this study was the identification of different factors contributing to happiness and unhappiness in Japan, with particular emphasis on factors related to human relationships due to Japanese cultural characteristics. The identified factors are expected to be useful for individual employee career development and human resources management, and to contribute to improving happiness and poor health in the workplace.

Development and ongoing use of Well-Being Dialogue Cards to test their effectiveness in improving well-being

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Background: In recent years, well-being has been spreading around the world, and various methods to enhance well-being have been studied. Japan is no exception.

One of the reasons for this is that until the 1970s, the importance of "material wealth" and "mental wealth" of public awareness in Japan, was evenly matched. But in recent years, the importance of "mental wealth" has come to account for more than twice as much as the "material wealth". Well-being studies have shown that "mental wealth" tends to contribute more to people's well-being (subjective well-being) than "material wealth". So, we think that various methods to enhance well-being have been studying in Japan, too.

Aims: We found that the level of well-being among Japanese people can be improved by increasing the four factors of well-being. So, we developed a workshop for this purpose, and verified that the level of well-being increased after the workshop. However, the effect of continuing the work on the level of well-being is unknown.

Therefore, we developed a Well-Being Dialogue Card (WBDC) that can be continuously worked on in daily life, both individually and with multiple people, and verified the effectiveness of ongoing use.

Method & Results: We conducted a course for about 60 participants to learn how to use the WBDC and to apply it on a daily basis, and after they worked on the WBDC for two months, a remarkable improvement in well-being was observed. We will describe the details in this presentation.

Development of subjective well-being inference engine using natural language processing artificial intelligence and its validation

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Background: This study addresses the rising emphasis on evidence-based policy making (EBPM) regarding subjective well-being (SWB) during and after the COVID-19 pandemic (e.g., WHO 2021), recognizing challenges in real-time SWB assessment due to limited data availability (e.g., Diener et al. 2018).

Aims: The research aims to develop and validate a real-time SWB inference engine using natural language processing artificial intelligence (AI). By leveraging AI's document vectorization and inference functions, the engine evaluates residents' SWB based on the syntax of their free-text expressions.

Methods: The authors extended existing AI analytic functions with natural language processing to infer SWB from 140-letter free-text responses from 2,000 local residents, encompassing descriptions of their physical, mental, and societal states, and judgments on Cantril's ladder and three other SWB scales (SWLS, Maeno's 4 factors and PANAS). The engine replaced a 768-dimensional BERT vector with complex syntax from free text, and machine learning trained the engine to correlate individual data with SWB scores.

Results: The AI-based engine's inference model exhibited a high coefficient of determination for Cantril's ladder scores, and correlation analyses confirmed associations with the other three SWB scales. The authors utilized predicate structure analysis (Halliday & Matthiessen 2004) to infer respondents' emotional modalities, revealing specific patterns associated with emotions on SWB.

Conclusion: The authors successfully developed and validated a real-time SWB inference engine using AI. The engine demonstrated the capability to infer SWB degrees through machine learning, pinpointing linguistic features associated with SWB and specific emotional modalities in residents' free-text responses.

Different Dimensions of Narcissism in Their Associations to Well-Being

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Personality traits are one of the outmost relevant predictors of mental well-being. Recently, research has demonstrated that dark personality traits also play a role in mental well-being. Among these, one deserves special treatment, that is – narcissism. Although narcissism could be broadly defined as the entitled sense of self-importance, it varies in how phenotypically it could be manifested. There are four narcissistic dimensions representing neurotic, antagonistic, and agentic narcissism, that is: isolation, enmity, rivalry, and admiration. Within the current study, we aimed to assess what is the relation between these different dimensions of narcissism and well-being. For this purpose, we assessed well-being in a seven-day long daily diary study (N = 1387 responses from 199 participants). Results from the tested Dynamic Structural Equation models provide compelling support that default strategies (i.e., admiration and isolation) are crucial in the explanation of well-being, while reactive strate-

gies (i.e., enmity and rivalry) are not related to it.

Digital Literacy and Sexual and Reproductive Health in Higher Education Students

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Background: Health literacy emerges as fundamental in the decision-making power and right choices in the health of higher education students, and the levels of digital literacy can influence the way they understand and use information about health in general and sexual health.

Objective: We propose to assess how higher education students position themselves in accessing digital information and sexual and reproductive health.

Methodology: Quantitative, cross-sectional, descriptive, analytical study, with a nonprobabilistic sample of 208 Portuguese higher education students. Most respondents (78.8%) are female, aged between 18 and 43 years old, most respondents are single (95.2%).

Results: Most students, 83.7%, learned about sex education during their school career, however (27.4%) considered that the sex education they had in the school context was insufficient. Regarding digital literacy, it is accepted that both genders are at a sufficient level.

Conclusion: The results point to the importance of access to information and training promoting healthy behavior using digital skills. It is necessary to promote healthy university environments, with the participation of students in the definition and evaluation of programmed interventions sit-in THE scope of the promotion of sexual and reproductive health.

Disentangling the Complexities of Materialism and Well-Being: A Serial Mediation Analysis of Psychological Richness and Career Calling on the Path to Meaning in Life

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Background: While materialism has been traditionally linked to lower well-being, materialism happiness—defined as the belief that acquiring material goods contributes to life satisfaction—may play a unique role in an individual's psychological landscape and their pursuit of a meaningful existence. This study examines this dimension's impact on life's meaning, mediated by psychological richness and career calling.

Aims: We aim to understand the relationship between materialism happiness and life's meaning, exploring how it interacts with the subjective experience of a psychologically rich life and the sense of one's career as a calling.

Method: A cross-sectional survey from a Prolific sample (N=721) was analyzed via path analysis using the PROCESS macro. This method assessed the direct and indirect relationships within our serial mediation model.

Results: The path analysis yielded a complex interplay among the constructs: materialism happiness was negatively associated with psychological richness, which, in contrast, positively influenced career calling. Subsequently, a strong sense of career calling was positively related to meaning in life. Despite the negative direct relationship between materialism happiness and meaning in life, the serial mediation involving psychological richness and career calling revealed a significant indirect path, suggesting that the detrimental effects of materialism happiness on meaning in life can be partially offset by the mediating variables.

Conclusion: Results indicate that while materialism happiness detracts from life's meaning, this is mediated by psychological richness and career calling, which offer pathways to mitigate materialism's adverse effects. These insights could inform interventions to enhance well-being amidst materialistic values.

Do character strengths relate to adult friendship quality and satisfaction? Implications for psychological interventions

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Background: Character strengths relate to several facets of wellbeing. However, only a few studies shed light on their associations to positive outcomes in close relationships. These studies mainly focus on interpersonal strengths, such as forgiveness and kindness. There is a lack of research on the relationships between social wellbeing and non-interpersonal character strengths, e.g., curiosity, and bravery. Also, there are no research findings on the relationship between character strengths and adult friendships that could benefit the design of character strengths-based interventions.

Aims: The aim of the present study was to investigate the associations between character strengths and positive adult friendship outcomes (i.e., friendship quality, satisfaction, and number of friends). The effects of age and gender were also examined.

Methods: A total of 3051 Greek adults aged from 18 to 65 years (M_{age} = 37.39, SD = 13.11) participated in the study. The Greek versions of the Values-In-Action Inventory of Strengths-120 and the McGill Friendship Questionnaires (measuring friendship quality and satisfaction) were used.

Results: The results indicated that all character strengths positively correlated with friendship variables, while specific strengths predicted adult friendship quality, satisfaction, and number of friends. Age, gender, and gender of the friend dyad (same and opposite-sex friendships) moderated three of these effects.

Conclusion: The findings highlight that both interpersonal and non-interpersonal character strengths relate to positive friendships, which expands the previous knowledge on building positive relationships with others and provides practical implications for designing and implementing strengths-based positive friendship interventions.

Do I Belong here? Impostor Phenomenon, Well-Being and Purpose at Work

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Background: Impostor phenomenon is the experience of intellectual or occupational fraudulence which is linked to a persistent state of self-doubt in one's abilities despite evidence of on-going success. Research has shown that impostor phenomenon represents an avoidant approach to goals which leads to a persistent state of emotional depletion. By contrast, purpose represents the motivation to pursue highly-valued life goals and strong associations have been observed between purpose at work and well-being. **Aims:** We hypothesised that impostor phenomenon would be negatively related to well-being; and that

purpose at work would partially mediate this relationship. **Methodology:** A total of 129 working professionals (62% female) participated in the research. Participants completed a survey which included measures of purpose at work, impostor phenomenon, eudemonic well-being and hedonic well-being. **Results:** As hypothesised, increased impostor phenomenon was negatively associated with well-being. We found that purpose at work partially mediated the relationship between impostor phenomenon and well-being such that increased purpose at work resulted in decreased impostor phenomenon and increased eudemonic but not hedonic well-being. **Conclusion:** We provide support for previous studies which link impostor phenomenon to an avoidant approach to goal setting, thus serving as a “maladaptability resource” that inhibits the use of active coping strategies. Our findings indicate the impostor phenomenon might reduce felt purpose at work which in turn might reduce well-being. In light of our findings, we encourage future research interventions which aim to reduce impostor phenomenon and foster more purpose at work among working professionals.

Do Strengths-Based Leaders Help Employees Cope With Their Job Stressors?

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Background: Hindrance stressors that employees encounter at work generally have a negative effect on employee well-being, whereas challenge stressors also have the potential to contribute to employees' well-being. Leaders have a key responsibility to provide employees with the resources to cope with their challenge-hindrance stressors. Especially relevant in the context of dealing with challenge-hindrance stressors are strengths-based leaders, who help employees to identify, utilize, and develop their strengths.

Aims: We propose that strengths-based leadership buffers the indirect relation between hindrance stressors and meaning via accomplishment but strengthens the indirect relation between challenge stressors and meaning via accomplishment.

Method: A total of 887 employees filled out the survey at two time points with a six-week interval.

Results: Structural equation modelling analyses partly supported our hypotheses. Strengths-based leadership indeed buffered the negative effect of hindrance stressors on accomplishment. However, it did neither buffer the negative indirect effect of hindrance stressors on meaning through accomplishment, nor strengthen the positive indirect effect of challenge stressors on meaning through accomplishment.

Conclusion: Our research verifies strengths-based leadership is an important organizational resource that helps employees to tackle hindrance stressors directly to reduce their negative impact on task accomplishment. Our research also demonstrates that strengths-based leadership did not help to amplify the positive relations of challenge stressors on well-being outcomes, which can be due to the nature of challenge stressors. We elaborate on the practical implications for leadership development and stress regulation.

Does satisfaction of the basic psychological needs help you spend your free time effectively: a longitudinal, intervention study?

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Introduction: The way people use their free time may bring many benefits at psychological and physical level (Iwasaki i in., 2006; Pressman i in., 2009). However, people do not always use their spare time in the satisfactory way, and as a consequence do not rest and regain their strength effectively (Tonietto i in., 2021). The aim of this study was to examine how people plan their free time and what determines the level of satisfaction with the activities taken. We assumed that intentional engagement in planning free time will lead to the increase in positive emotions and to higher satisfaction from leisure activities and that these relationships will be determined by the satisfaction of basic psychological needs (Barkoukis i in., 2010, Ryan, Deci, 2017). We also predicted that there will be differences in free time satisfaction among people choosing various forms of activities.

Methods and Results: The study was conducted in longitudinal design (6 measures with deferred measure) with intervention and control groups. The intervention group (contrary to the control) was planning their activities in a free time for the following weeks. Upon each measure, the following psychological constructs were assessed: level of basic psychological needs satisfaction and frustration, positive and negative emotions and the level of leisure time satisfaction. The results showed that participants with a higher level of basic psychological needs satisfaction group were more satisfied from their free time and declared more positive emotions comparing to those with higher results on needs frustration. Interestingly, planning leisure time (intervention group) resulted in a higher level of free time satisfaction, but only in participants with higher levels of needs frustration.

Educational styles, mentalization and tendencies towards psychosomatics

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The aim of the research was to examine whether the parenting styles (authoritarian father, authoritarian mother, authoritative father, authoritative mother) and capacity for mentalization (mentalization of self, mentalization of others, motivation for mentalization) can predict the tendency to psychosomatics. The sample was convenient, consisting of 291 respondents (N_{male} = 27.5%, N_{female} = 72.5%). The sample consisted of high school students and students aged 18 to 24, average age 19.19 (SD = 1.37). The following measuring instruments were used in the research: Questionnaire for measuring parenting styles (PSDQ), UM mentalization scale and HI psychosomatic tendency test. The PSDQ questionnaire was adapted to the student population and measures the authoritarian, authoritative and permissive style of fathers and mothers. After checking the metric characteristics of the questionnaire, due to the low reliability of the permissiveness subscale, it was excluded from further analyses. Authoritarian father, authoritarian mother, mentalization of self and mentalization of others are significantly related to psychosomatic tendency ($p < .05$). All correlations, except mentalization of self and somatization, are positive. The model consisting of parenting styles and the mentalization subscale explained 16% of the variance ($R^2 = .16$, $F(7, 169) = 5.70$, $p < .01$). Significant predictors of psychosomatic tendencies are mother's authoritarian parenting style ($\beta = .27$, $t = 3.03$, $p < .01$) and self-mentalization ($\beta = -.30$, $t = -3.88$, $p < .01$). Authoritarian upbringing of both parents, more pronounced mentalization of others, as well as less pronounced mentalization of oneself, favor the development of psychosomatic problems.

Effects of positive psychology interventions on systemic levels of inflammatory biomarkers and cortisol – A meta-analysis

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Background: Positive Psychology Interventions (PPIs) seek to enhance well-being and positive emotions, with potential impacts on both physical and mental health, e.g., by mitigating stress and inflammation.

Objectives: This systematic review and meta-analysis aims to consolidate evidence regarding the effects of PPIs on physical health parameters. Specifically, we investigate the potential of PPI participation to reduce stress and inflammation.

Data Sources: A comprehensive search of five electronic databases spanning from 2000 to June 2023 was conducted.

Methods: Eligible studies, e.g., randomized controlled trials' effects of PPIs on adults, encompassing diverse clinical and non-clinical adult populations, were assessed for the following outcome measures: cortisol, C-reactive protein (CRP), Interleukin (IL)-6, tumor necrosis factor- α (TNF- α), IL-1 β , IL-8, and IL-10. Physical exercise and mindfulness trials were excluded because there is a vast literature supporting the efficacy of these interventions. Study selection was undertaken independently by two reviewers, and we used the Cochrane Risk of Bias tool to assess evidence quality. In this ongoing project, two independent reviewers will extract data, and the results will be analyzed through a meta-analysis or a narrative approach, depending on the nature of the data. Effect sizes will be expressed as Mean Difference (MD), Standardized Mean Difference (SMD), or Hedge's g, with evaluations at post-test and follow-up.

Results: Preliminary work indicates that data extraction will be based on 35 eligible studies. Common interventions include music, kindness, nature, optimism, social support, and meaning.

Conclusions: PPIs may demonstrate potential effectiveness in reducing stress and inflammation, contributing significantly to prevention of ill-health.

Effects of three types of loving-kindness meditation on connectedness and affect for Japanese caregivers.

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Background: Caregiving strains even the most resilient people, which professional caregivers of people with dementia and other diseases have many psychological problems. Improving self-compassion has evidence to increase compassionate care and reduce psychological distress. The present study explores the effects of three types (for self, loved one, and difficult person) of loving-kindness meditation (LKM) on caregivers' connectedness and affect. **Methods:** A total of 110 professional caregivers were recruited from two Japanese crowd sourcing sites, and randomly assigned to each of three LKM groups and a control autobiography group (each n = 40). Participants recalled one personal stressful event and experienced one of four audio recorded instructions. They also rated how they had negative affect and connectedness with themselves and care receivers before (pre-test) and after (post-test). **Results:** All the LKM group significantly improved social connectedness compared with those of the control group, but the reductions of negative affect had no differences between each group. **Conclusions:** The results suggest increasing compassion for self, loved one, and difficult person could contribute to increased social connectedness and reduced distress. We, however, found no differential effects of the three LKM, which needs further research.

Emergency nurses' job demands-resources profiles and work capabilities: Effects on mental health.

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Emergency nurses play a vital role in a demanding work environment. Therefore, ensuring the sustainable employability of these nurses is essential.

This study investigated emergency nurses' job demands-resources profiles and associations with their work capabilities (enabled and achieved work values) and mental health (emotional, psychological, and social well-being, and low negative affect) in a non-WEIRD (Western, Educated, Industrialised, Rich and Democratic) context.

The Sustainable Employability (SE) model, which is based on the Capability Approach (CA) and the Job Demands-Resources (JD-R) model, was used to construct the theoretical framework. A cross-sectional survey was conducted among emergency nurses in Gauteng, South Africa (n = 204).

Structural equation modelling revealed that job demands did not impact emergency nurses' work capability. Although the effect sizes were small, coworker relationships, supervisor relationships, and equipment positively affected nurses' work capabilities. The work capability set had a significant positive effect on nurses' mental health and a negative impact on their negative affect. Latent profile analysis revealed four job demands-resources profiles: a demanding job, a resourceful job, a rich job, and a poor job. The profiles reported similar job demand (challenge, emotional, and hindrance) scores. However, emergency nurses differed regarding their reported job resources (coworker and supervisor relationships, role clarity, career progress, autonomy, and equipment). Job demands- resources profiles impacted emergency nurses' work capabilities and mental health. Emergency nurses with rich jobs reported notable differences in their work capability and mental health compared to those with demanding jobs.

The person-centered approach of this study provided insights into the different manifestations of job demands and resources among emergency nurses and the effects of combinations of job demands and resources on their work capabilities and mental health. These insights should inform policymakers in pursuing the sustainable employability of emergency nurses.

Emerging adults' autonomy in romantic narrative identities: choices between emotions and rationality

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Emerging adulthood is a period in the lives of modern youth characterized by instability, self-focus, identity exploration, experimentation, optimism, and a feeling between adolescence and adulthood. At this time, a key development task is the formation of autonomy, which develops through making significant choices. Romantic relationships are one of the most difficult life domain because they bring both pleasure and anxiety. Based on developmental psychology, relational motivation theory,

and narrative psychology, we studied what romantic narrative identities emerging adults create. The data collection method was a semi-structured in-depth interview on the topic of significant life choices, the data analysis method was McAdams's narrative analysis. Using 23 interviews with emerging adults aged 18 to 25, we found that the first romantic choices are often made autonomously but emotionally, and youth regret them. Those emerging adults told stories about "be chosen" when their need to belong was stronger than their need for autonomy. Some young people do not choose at all, and their autonomy does not arise at all: they do not take initiative, report high demands on a potential partner, and put professional development first. Despite different trajectories, young people are optimistic about their future choices in romantic love (15 redemptive and positive stories, 5 smooth and neutral, and 3 contaminated and negative). The most successful stories involve a transition either from being chosen or from autonomous emotional choices to autonomous rational choices. Supported by the HSE Program for Fundamental Research "Life choices and decision-making under uncertainty"

Emotion Crafting as a Mediator Between Parenting and Well-being

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Most research within the field of emotion regulation has focused on negative emotions. However, positive psychology and specifically the Broaden and Build Theory, highlight the essential role of positive emotions in our flourishing. In line with theories of agency, recent research has shed light on the concept of emotion crafting or individuals' proactive regulation of positive emotions. In this quantitative cross-sectional study, we aimed to examine what fosters such emotion crafting and extend the research on its effects. Specifically, we examined the mediating role of emotion crafting in the relation between parenting (i.e., autonomy support and warmth) and well-being (i.e., resilience and flourishing), while controlling for savoring beliefs. Utilizing data involving 267 young adults residing in two countries (i.e., Norway and Germany) additionally enables us to exploratively investigate country-based differences as well as variations with regard to parent gender. The data of this preregistered study are currently being analyzed and will be presented during this talk.

Emotional Awareness and Managerial Psychological Functioning: A Positive Psychology Perspective

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The expression of emotions may not always be comfortable for managers; however, developing emotional awareness can positively impact the psychological functioning of managers. Our research aims to investigate how managers' emotional dispositions towards their own emotions (referred to as meta-emotions) and their ability to perceive the emotions of their subordinates influence the management of diverse emotions at work. Using the meta-emotions scale by Mitmansgruber et al. (2009), participants were asked to recall emotionally significant experiences in their work environment over the past month, specifically focusing on instances involving anger, compassionate care, interest, shame/contempt, control, and suppression directed towards themselves, through semi-structured interviews. Employing interpretative phenomenological analysis (IPA), we collected 71 distinct work-related "meta-emotion" experiences from 13 managers in the service and production sectors in Turkey (TR). Meta-emotions were categorized into four themes in accordance with literature: NN(negative primary, negative secondary), NP(negative primary, positive secondary), PP(positive primary, positive secondary), and PN(positive primary, negative secondary). Additionally, our examination of the Turkish sample revealed two distinct themes related to the orientation of emotions, "self" and "other." Specifically, we found that in the cases of NN, PP, and PN, the primary emotions were predominantly directed towards others, while in the case of NP, the primary emotions were primarily self-oriented. From a cross-cultural perspective, we have begun collecting data from British managers using the same methodology to compare the orientation of emotions. The study will compare how emotions in diverse contexts contributes to the existing literature, and explore the relationship with human flourishing at work.

Emotions in the process of reducing meat consumption

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Background: A diet which reduces meat consumption is a sustainable choice. Adopting a particular diet involves psychological, emotional, and contextual influences.

Aims: The present study seeks to understand how emotions are related to becoming a flexitarian and which emotions emerge in this process.

Method: Qualitative research was conducted with data collected through 24 semi-structured interviews with Brazilians who became flexitarians. Through content analysis with deductive and inductive coding, it was possible to identify emotions in adapting to a flexible diet, such as well-being and happiness for being on this new diet and for some who could consume vegetarian dishes sometimes.

Results: Well-being emerged as an emotion at the beginning of the process of having a flexible diet and was also associated with being proud to do something right. Guilt emerged as an emotion after the diet change associated with the consumed protein, but this did not impact consumption. It also emerged in individuals who transitioned from veganism to flexitarianism. Fear also arose as an emotion related to social judgment. The environmental concern emerged related to the emotional relief of "doing something right by reducing consumption" and not related to guilt.

Conclusion: The findings allow us to understand how people feel while changing to a more sustainable diet. Furthermore, understanding the emotions involved in this process allows actions to be taken to mitigate emotions of negative valence or promote attitudes that generate emotions of positive valence.

Empathy and Well-being: Emotion Estimation of a Game Character

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Background: The relationship between an individual's empathy and his or her level of well-being has been investigated.

Aims: First, we confirm the relationship between empathy and well-being using a representative sample of Japanese. We then address the following two questions, RQ1: What effect would such empathy have on estimating the emotions of computer game characters? RQ2: Would such emotion estimation predict levels of well-being as well as empathy as measured by psychological measures does?

Method: We used the Interpersonal Reactivity Index (IRI) as a measure of individual empathy, and the Satisfaction with Life Scale (SWLS) and the Scale of Positive and Negative Experience (SPANE) as measures of cognitive and affective aspects of well-being. A computer game was developed in which a computer agent walked through a maze where ghosts lurked. Participants rated the agent's emotion of fear after observing the agent's behavior.

Results and Conclusions: We first conducted multiple regression analyses to determine whether the four subscales of the IRI predicted the levels of well-being. Overall results showed that Personal Distress (PD) negatively, Perspective Taking (PT) positively, and Fantasy (FS) positively predicted well-being, but Empathic Concern (EC) had no effects.

Second, we conducted analyses using linear mixture modeling to answer the two research questions, RQ1 and RQ2. Overall *Results:* showed that participants with higher PD and EC rated their fear estimates of the computer agent higher, but no effect was observed on the accuracy of fear estimates. However, the level of these fear estimates did not predict levels of well-being.

Empowering Leadership and Employee Motivation, Behaviors, and Well-Being: Enabling, not Burdening!

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Empowering leadership has been shown to be related to a variety of positive outcomes for organizations and individual employees. However, some evidence suggests that there may also be a burdening side to empowering leadership, whereby increased autonomy and responsibility could be detrimental to some employees. Drawing on the self-determination theory of motivation and social cognitive theory, this research examined the relationships between empowering leadership and employee motivation, extra-role behaviors and well-being, while accounting for employee general self-efficacy and proactive personality. Data were collected using an online questionnaire and previously validated measures, with a sample of North American employees (n = 267) in various industries. Hierarchical multiple regression analysis results indicate that empowering leadership was positively related to autonomous motivation and extra-role behavior, and negatively related to emotional exhaustion and turnover intention. Results showed support for the moderating effects of self-efficacy and proactive personality on extra-role behavior, emotional exhaustion and turnover intention. Interestingly, we found no evidence of a burdening effect, but we found evidence of an enabling effect, which was stronger among individuals with high self-efficacy and proactive personality. Indeed, empowering leadership was associated with lower emotional exhaustion and turnover intentions for all followers, but among high self-efficacy and high-proactive individuals, this effect was stronger. This suggests that these individuals are more likely to benefit from having an empowering leader, but it is also encouraging in suggesting that there may not be a burdening "risk" in adopting an empowering style with employees who are low on these characteristics.

Engineering Good Business

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Background: Mihaly Csikszentmihalyi described his book Good Business as a guide for conducting successful and humane business, focusing on how decision-makers can contribute to developing an enjoyable life that provides meaning and an evolving society.

Aims: To develop and test the effectiveness of an interactive decision-making simulation based upon Csikszentmihalyi's Good Business principles.

Method: Between 2008 and 2010, Csikszentmihalyi worked closely with a Hungarian research team to define 29 essential human skills that make "good business" happen. This research team created and embedded game-based people analytics into an online decision-based experiential simulation to test, measure, and develop these skills for both individuals and organizations.

Results: Since its 2012 publication, the users playing this online experiential simulation generated one of the most robust game-based databases of individual decisions reflecting attitudes, which is now being opened for academic and business-oriented research. This research team uncovered unexpected insights into the relationship between leadership and positive psychology. Participants reported increased job satisfaction, greater engagement, and improved work-life balance due to their simulation-based learning experience. The presentation provides an overview of how organizations (like Meta or members of the Texas Police Association) and academia (like Purdue and Corvinus University of Budapest) use the data and what results they have achieved in recent years.

Conclusion: The findings suggest integrating positive psychology principles into leadership training can benefit individuals and organizations. We will showcase the findings and implications of the research and encourage further exploration and discussion on integrating positive psychology into experiential leadership education.

Enhancing well-being through eudaimonic, hedonic, and combined interventions: New training approaches relevant to practice and theory refinement of the relationship between eudaimonia and hedonia

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Background: Eudaimonia and hedonia have been discussed as two paths to subjective well-being. At times they have been viewed as opposing, and at others as complementary. We examine which type of intervention is most effective: an intervention focusing on one component (eudaimonia, hedonia) or a combined intervention. Our two outcome criteria are subjective well-being and the art-of-living. The latter represents a theoretical approach to summarize and systematize action-related, individual antecedents of well-being.

Aims: We want to show the effectiveness of hedonia, eudaimonia, and its combination. We want to demonstrate the superiority of the combined intervention and art-of-living as a mediator of intervention effects on well-being.

Method: Two randomized controlled studies were conducted with pre-, post-, and follow-up measurements of art-of-living and well-being. In Study 1 (N = 265), we compared outcomes of four groups: hedonia training, eudaimonia training, combined training, and a waiting list control group. In Study 2 (N = 76), we compared three groups: eudaimonia training, combined training, and a waiting list control group. *Results:* Overall, results showed positive effects on well-being in the eudaimonia and hedonia

groups. The combined training was also effective, although not more so than the single-component trainings. The mediating role of art-of-living for training effects on well-being was supported.

Conclusion: From a practical perspective, the relatively short duration of the training (i.e., one to two weeks), the online format, the variety of exercises used, and the choices available to participants are among the most important advantages of the present training approach.

Enhancing Wellbeing of Hong Kong Educators: Harnessing Positive Psychology Interventions for Eudaimonic Well-being Outcomes

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Educator's wellbeing has received increasing attention globally. Considered the diversifying demands of teaching profession, particularly in post-pandemic era, educator's wellbeing has become a pressing concern. Fatigue, burnout, turnover, and demotivation have been observed among educators across countries.

In Hong Kong, positive education has been promoted for more than a decade. Nevertheless, discussion on "how" to support educator's wellbeing is still emerging. Most common practices were psychoeducation in forms of one-off seminars on stress reduction and crisis management. Seminars and workshops were usually run by external trained experts for once or twice per school year. To address educator's wellbeing as a multidimensional concept, PP-informed interventions were explored to go beyond stress reduction. In this paper, PP-informed intervention will be implemented to enhance educator's wellbeing through their strengths and meaning, in three different local schools with students at different developmental stages. Harnessing eudaimonic pathways to educator's wellbeing, strength-based approach and mattering had been embedded in everyday communication with colleagues, pedagogical collaboration and reflections on professional goals.

This paper explored how positive psychology (PP) interventions encompass eudaimonic components of wellbeing such as purposefulness, job satisfaction, actualization of potentials in the workplace. Through year-long implementation, focus groups had been conducted to understand educator's experience and feedback on the interventions. Results demonstrated positive impacts on workplace relationship, staff motivation and resilience. Implications on school policy and teacher development will also be discussed.

Essential functionings, competencies, and capabilities for academics in the transforming HEI landscape

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Background: Academic employees require specific competencies and capabilities to function and succeed in the higher education environment. Changes in the economic environment affect how employees interact with their work environment to attain their expected outcomes (Cascio, 2006; Gonzalez et al., 2014).

Aims: The study aimed to conceptualise essential functionings, competencies, and capabilities for academic employees in the transforming higher education landscape.

Method: A qualitative research approach was used to explore the experiences of participants on what participants value in their work, how organisations operate to achieve success, and the social interactions between colleagues, leaders, students and other stakeholders in the higher education environment (Teherani et al., 2015). The study consisted of (n=31) participants. Atlas.ti 22 software was used to analyse the data (Friese, 2019).

Results: The results present three main competencies, namely, pedagogic competence, personal efficiency competence and organisational competence. In relation to employee capabilities, the functionings evident in the study are self-determination, interpersonal aspects and technical aspects. Values derived from the study are interpersonal, rewards and career values. Finally, the opportunities required to achieve these value aspects are research opportunities and support systems.

Conclusion: Employees require work environments that enable them to develop the competencies that are essential for them to attain efficiency in their roles. Leaders and human resource practitioners in these institutions should understand what employees value, assist them in attaining what they value in their work, and provide the necessary support for academic employees.

Estonian Human Development Report 2023: Mental Health and Well-being

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Estonia, like most European countries, is among those with a high level of human development, where the main concern in people's everyday lives is no longer just survival, but a better quality of life, which includes aspiration to experience better mental health. Human development can continue during uncertain times of global crises, if people's mental health and well-being are consciously protected and promoted. Mental health and society's readiness for crises depends on people's social and emotional sense of security and connectedness with community. The key issue is how to raise awareness of the importance of supportive relationships and healthy lifestyles, and how to make the environment work for our mental health. The Estonian human development report identifies the mechanisms leading to better mental health and well-being, with an emphasis on the determinants in everyday environment (psychosocial, digital and physical environment) and lifestyle.

During the presentation the Estonian Human Development Report 2023 "Mental Health and Well-being" (available in English <https://inimareng.ee/en/estonian-human-development-report-2023/>) will be introduced and discussed. In addition to the content, the methodology of its preparation and increasing its impact on society – follow-up activities – can also be of international interest.

Evaluating a pilot coaching program for high school students in Greece: An experimental randomized control trial measuring wellbeing and mental health

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Coaching interventions for children and teenagers in school settings have been gaining momentum over the past decade, however, research into their effectiveness remains limited. The present study evaluates the effect of an evidence-based coaching intervention which has shown significant increases in participants' levels of wellbeing and significant decreases in levels of mental health issues (Green et al., 2007). Here we explore the program's impact by measuring changes in students' mental health and wellbeing. A mixed cohort of forty-seven students aged 16-17 from a state high school in Athens (Greece), participated voluntarily in an experimental randomized waitlist-control group design coaching program. Participants were randomly assigned to an experimental group (N=26) and a waitlist-control group (N=21). The experimental group received a 10-week coaching program in school. Both groups completed self-reported measures pre and post-intervention which measured levels of wellbeing, hope, and self-efficacy. Results show a significant increase in levels of hope ($p < .05$) for the experimental group post-intervention but not for the control group. Additionally, the results did not reveal any significant increase in levels of wellbeing or self-efficacy for either group post-intervention. Future research would benefit from exploring the possible effects of coaching interventions and their impact on students' wellbeing and academic achievement.

Evaluating Criticisms and Critiques: Recommendations for Improving the Science and Practice of Positive Psychology

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This article presents an evaluative framework for addressing the critiques and criticisms of Positive Psychology (PP) that were synthesized in a recent systematic review (Van Zyl et al., 2023). It first provides researchers with recommendations for how to evaluate the validity of PP's past criticisms, including those concerning its theorizing, methodology, and perceived role as a decontextualized, capitalistic venture. It also provides researchers and practitioners with criteria in the form of practical recommendations for addressing the criticisms and critiques in future research and practice. These recommendations come in the form of two checklists, one for researchers and another for practitioners, emphasizing aspects like self-reflection, cultural sensitivity, methodological diversity, collaborative approaches, and ethically grounded. These checklists were developed following the methods outlined in Stufflebeam's (2000) Checklists Development Checklist. Our aim is to be both mindful of the past critical narrative around positive psychology, and to help shape a more optimistic future narrative by providing possible solutions for improving future studies and practical applications of the science of positive psychology.

Evaluation of a group-based resilience program for primary students with special education needs (SEN) in Hong Kong

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Background: Students with special education needs (SEN) in mainstream school often experience setbacks in various aspects and exhibit anxiety that affects their school functioning.

Aims: To evaluate a resilience-building program, SENSOR (SEN Students on Resilience), that incorporates elements of Positive Psychology and Cognitive Behavioral Therapy.

Method: Here we present the preliminary results (more data are being collected). A non-concurrent multiple baseline design was used. Nine students with SEN (ages 9 to 11 years old) completed 6 weekly sessions in small groups conducted in schools. Students and parents completed weekly measurement of life satisfaction (BMSLSS) and perceived severity of anxiety behavior, respectively, during baseline (at least 3 weeks) and intervention phases. They also completed interviews (ADIS) and rating scales (SCAS) for anxiety pre- and post-intervention. Qualified Educational Psychologists conducted the intervention program with both students and parents in separate and joint sessions. Group activities included psychoeducation about stress and coping, home strategies to support mental well-being, relaxation exercise, fear hierarchy, stimulation of exposure using virtual reality (VR).

Results: Visual analysis of repeated measurement showed an increasing trend in children's life satisfaction and decreasing parent-reported anxiety. Comparison of pre- and post-intervention data revealed a significant decrease in overall anxiety symptoms. Qualitative feedback from children and parents indicated the program was received positively, the strategies were practical to be implemented in daily life, and the group-based modality and technology were engaging.

Conclusion: The SENSOR program was proved to be effective in promoting positive mental health and reducing anxiety in primary school students.

Evaluation of a positive psychotherapy group intervention (WELLFOCUS PPT) for people with schizophrenia: A randomised controlled trial

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Background: Positive psychotherapy has been proven effective in mental health service provision but its application to people with schizophrenia (PWS) is rare and interventions targeting wellbeing in schizophrenia are scarce.

Aim: This study tested the preliminary effectiveness of a specific positive psychotherapy (WELLFOCUS PPT) adapted for PWS to improve their wellbeing.

Method: WELLFOCUS PPT was examined as a 18-week group intervention for a pilot randomised controlled trial. Participants were individually randomised in two categories to receive WELLFOCUS PPT in addition to treatment as usual (TAU) or TAU only. Assessments took place before randomisation, after the intervention, and three months later. The primary outcomes were wellbeing, quality of life, and recovery. Secondary outcomes included self-efficacy and perceived personal meaning. Repeated measure analysis ANOVA was used for analysis.

Results: A total of 75 participants (42 intervention, 33 control) were recruited in 5 halfway houses. As compared to control

group, intervention group participants showed significant positive changes over time on the primary outcome of quality of life assessed using the Manchester Short Assessment of Quality of Life ($p < 0.05$) and on secondary outcomes of self efficacy ($p = 0.01$). Moreover, overall improvements in wellbeing, recovery, and personal meaning were found in the experimental group, although results were not significant.

Conclusion: This study provides initial evidence on the applicability of WELLFOCUS PPT in PWS which could be a potential effective treatment in improving wellbeing and other outcomes. However, more work is needed to optimise and further evaluate its effectiveness.

Evaluation of WOOP for preventing relapse risk in achieving personal goals - A qualitative study

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Background: Numerous studies have demonstrated the effectiveness of WOOP, a mental strategy often utilized in positive psychology, in enhancing various aspects of individuals' lives, such as promoting health, success at work, and romantic relationships. However, these studies have primarily focused on goals intended for initial achievement.

Aims: This study aimed to evaluate the WOOP intervention using individual goals that have already been failed at least once. For this purpose, a WOOP-intervention was carried out over two weeks.

Method: The sample comprised eight participants, evenly split between genders and with two individuals from each gender group possessing a high school diploma. Participants took part in a kick-off session where they were introduced the WOOP manual and instructed with their task. After one week, they participated in a mini-coaching to help them stay focussed. After the intervention, two group discussions were conducted to explore the participants' learning experiences. Analysis of these discussions followed Braun and Clarke's principles (2006).

Results: A key finding was that the if-then plans have a major influence on goal achievement, as they allow people to engage more deeply with the goal. The interaction during the kick-off meeting and mini-coaching emerged as a crucial parameter for goal achievement. Participants, however, perceived WOOP alone, without additional actions, as insufficient for sustaining long-term goal achievement.

Discussion: The method should be extended to include the interaction factor. Limitations with regard to the sample size and the study design will be discussed. Further research on achieving goals that previously encountered failure is necessary.

Evidence Against the Simple Validity of Life Satisfaction Scales from Long Form Cognitive Interviews

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Background: Statistical analysis of life satisfaction scale data relies on three assumptions about the properties of such data:

- Individuals perceive the scale as being linear ("cardinality").

- All individuals use the scale in the same way ("interpersonal comparability").

- The way that individuals use the scale does not change over time ("intertemporal comparability").

Aims: Assessing the credibility of these assumptions requires understanding the life satisfaction 'reporting function'. This is the affective, cognitive, and linguistic process that subjectively assesses life satisfaction and then maps that assessment to a response category on a life satisfaction scale question.

Methods: We develop a formal model of the reporting function and test this model using ~100 long (30–50 minute) cognitive interviews: essentially asking respondents to 'think out loud' while answering life satisfaction scale and follow up questions.

Results: Our data reveal extensive, severe, non-random violations in the above assumptions that imply substantial bias in existing analyses of life satisfaction data.

Conclusions: Building further on our model of the reporting function holds promise for addressing these violations. Our rich qualitative data also points to a range of underappreciated variables that might be included in surveys to advance life satisfaction research.

Examining sustainable positive psychology interventions to enhance teacher wellbeing – a case study in England.

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Teaching responsibilities have become increasingly complex, causing a global concern about teachers' wellbeing, competence, retention, stress, depression and anxiety. It is imperative to identify professional development which supports teacher wellbeing because their healthy wellbeing substantially impacts effective teaching and learning, and positive school climate. Positive psychology interventions (PPIs) have become an influential approach to foster teacher wellbeing; however, little research addresses the critiques and sustainability of PPIs. Drawing on existing PPIs, this case study investigated teacher experiences of using PPIs and the impact on their wellbeing in professional and personal contexts. It also explored the potential benefits and challenges associated with implementing PPIs. Qualitative data were collected using multi-methods in a primary school in two settings: staff-meetings with 21 teachers and a self-interest group with 9 teachers. Results showed practising PPIs enhanced teachers' wellbeing multidimensionally and produced positive impacts on others including students, colleagues, their family members and students' family members and beyond. The challenges experienced and plans for sustainable actions were identified. The insights and implications of the results for educational policy, sustainable teacher wellbeing programmes and professional development, and the broader contexts of fostering a positive school environment are offered.

Examining the background factors of burnout among teachers: focusing on basic psychological needs and meaningfulness of work

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Background: Nowadays, the teaching profession can be considered one of the most vulnerable careers in terms of burnout. In addition to the need to meet multifaceted performance expectations, teachers have to face many sources of stress, such as increasing workloads, time pressure, role conflicts and increased administrative burdens. Several studies examined the risk factors and possible protective factors regarding teachers burnout, however there have been few researches among kindergarten teachers and early childhood educators.

Aims: The aim of our research is to examine the burnout and well-being of educators in the light of positive psychological variables such as basic psychological needs and meaningful work, which can serve as a buffer against stress and burnout.

Method: Our research sample (N = 559) consisted of primary and secondary school teachers, kindergarten teachers and early childhood educators. We assessed burnout with the Copenhagen Questionnaire on Workplace Psychosocial Factors II. We also used the Work and Meaning Inventory, the Basic Psychological Needs at Work Questionnaire and the Perceived Stress Scale.

Results: Among the investigated groups of teachers, primary and secondary school teachers are the most vulnerable in terms of stress and burnout. We argue that the background of which may be the frustration of the need for autonomy. In addition, the meaningfulness of the work, as well as the satisfaction of the basic psychological needs of autonomy and competence, can appear as a protective factor in the prevention of burnout.

Conclusion: Our results strengthen the role of basic psychological need satisfaction and perceived work meaningfulness in the context of burnout. In addition the study of mental health of early childhood educators is gap-filling in Hungarian teacher studies. burnout, meaningful work, basic psychological needs, teachers

Examining the effects of congruence between organisational purpose and sense of purpose at work on employee outcomes

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Background: Organisational purpose has been linked to positive outcomes including engagement, wellbeing, and productivity. While organisational purpose (i.e., employees' understanding of the organisation's raison d'être, values, and goals) and sense of purpose at work (i.e., employees' belief that their work is meaningful and contributes to a greater cause) are conceptually distinct, their unique and combined impact on important organisational outcomes remain empirically untested.

Aims: This study explores a) the unique contribution of organisational purpose and sense of purpose at work to engagement and wellbeing, and b) whether/how engagement and wellbeing are influenced by the perceived congruence/discrepancy between organisational purpose and sense of purpose at work.

Method: A total of 202 professionals in New Zealand completed an online survey. The effects of congruence/discrepancy in perceptions of organisational purpose and sense of purpose at work on the outcomes of interest were tested using polynomial regression with response surface methodology.

Results: Sense of purpose at work is a stronger predictor of wellbeing and engagement than organisational purpose. Congruence at high levels of both sense of purpose at work and perceived organisational purpose yields high wellbeing and engagement scores. Yet, the highest engagement scores are observed when employees experience a high sense of purpose at work, irrespective of organisational purpose. Conversely, the lowest engagement scores are obtained not only at low levels of both purpose predictors, but also when employees are clear about the organisation's purpose but experience a low sense of purpose at work.

Conclusion: Organisations can support employee wellbeing and engagement by clearly conveying their purpose and ensuring that employees experience purpose through their work. Nevertheless, engagement is highly susceptible to the absence of sense of purpose at work, even when organisational purpose is clear.

Examining the Impact of Digital Implementation Intentions on Long Term Walking Behavior Change

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Background: Digital Behavior Change Interventions provide personalized support for large groups over extended periods. Despite the spread of health apps for promoting physical activity, their effectiveness in sustaining long-term behavior change is limited. The HerzFit App, part of the DigiMed Bayern project in Bavaria, has accumulated over 100,000 downloads. It features a coach journey addressing stress, physical activity, nutrition, and smoking cessation.

Aims: Implementation intentions show promise in bridging the Intention-Behavior Gap and fostering habit formation. However, existing studies on implementation intentions were conducted short-term, in controlled settings, and susceptible to self-report bias. This feasibility study evaluates a HerzFit App module that helps users integrate more walking into their daily lives through implementation intentions.

Method: Participants formed three specific if-then plans by selecting situational cues (after waking up, lunch, and dinner) on any weekday. We assessed self-reported goal intention strength and quality (via the SSK scale) before the three-month intervention. Habit strength was measured using the Self-Report Habit Index at the intervention's start and end. It was supplemented by Apple Health Kit data, providing hourly smartphone-based steps. Steps were evaluated context-specifically (based on individual if-then plans) and context-free (as an absolute comparison of retrospective and prospective steps).

Results: Follow-up data is expected on January 25th, so we have yet to fully analyze it. Initial findings indicate participants may compensate for missed hourly steps by completing them at different times throughout the day.

Conclusion: Reducing dropout rates remains a significant challenge for upcoming longitudinal intervention studies.

Examining the Moderating Role of Awe in Environmental Responsibility Beliefs, Engagement, and Climate Change Anxiety

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Background: Mixed findings surround the associations between environmental responsibility beliefs, engagement, and climate change anxiety (CCA). The tendency to feel awe – an emotion elicited by vastness that challenges a person's usual frame of reference – may have implications for how one feels about their sense of responsibility and engagement towards the environment. While awe is largely viewed as a positive emotion that fosters nature connectedness and ecological behaviors, awe also has negative valence when threat is perceived.

Aim: To clarify these relationships, the current study examined direct and indirect associations between environmental responsibility beliefs, engagement, awe, and CCA.

Method: Participants were 307 undergraduate students (Mage=19.0, 79.8% White, 76.8% women) who completed an online survey.

Results: Positive associations were found between CCA and environmental responsibility beliefs ($r=.11, p<.001$), engagement ($r=.32, p<.001$), and awe ($r=.14, p=.02$). Awe also showed positive links with environmental beliefs ($r=.15, p=.01$) and engagement ($r=.21, p<.001$). An interaction was found between awe and environmental beliefs in relation to CCA ($b=.20, p<.001$) such that the positive association between environmental beliefs and CCA was strengthened as awe increased. Another interaction was also found between awe and environmental engagement in relation to CCA ($b=.13, p=.00$). Specifically, higher levels of awe strengthened the relationship between engagement and CCA (+1SD: $b=.17, p<.001$), but lower levels produced a negative association between engagement and CCA (-1SD: $b=-.04, p=.53$).

Conclusion: Despite awe's conceptualization as a positive emotion, this study suggests that awe proneness may heighten CCA in the context of environmental responsibility beliefs and engagement.

Experiment Your Moment Workshop: Is You, Is Me, Is Us Flourishing Together

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Background: The Experiment Your Moment Workshop is a safe and supportive space to explore your best self, identify your strengths and passions, and craft a role that aligns with your values and aspirations.

Aims: The Experiment Your Moment Workshop is designed to help you Unleash your inner storyteller

Embrace the silence, Craft your ideal work role, Cultivate optimism and resilience:

Embrace accountability and ownership:

Method: It uses a unique blend of Positive psychology coaching, narrative storytelling, and LEGO building.

- Anticipation: Set your intentions and prepare for a journey of exploration and self-discovery.

- Discovery: Build a LEGO story representing your ideal future self, uncovering your strengths, passions, and values.

- Dreaming: Reflect on your LEGO story, identifying the key elements that resonate with your authentic self.

- Designing: Craft a plan to turn your dreams into reality, outlining actionable steps and strategies for sustainable change.

Results: The Experiment Your Moment Workshop empowers you to:

- Identify your unique gifts and talents.

- Clarify your values and goals.

- Develop an action plan in a test and learn design.

- Build resilience and optimism.

- Live a more fulfilling and meaningful life with greater happiness and retain talent in the workplace.

Conclusion: The workshop is an invitation to embark on a journey of self-discovery, growth, and collective flourishing. It is a space to discover the power of "is you, is me, is us" as we work together to create a world where every individual has the opportunity to thrive and contribute to a brighter future.

Exploratory of IRT with Need for Cognition Scale and Its Impact on Academic Performance

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Background: The Need for Cognition Scale--Short Form (NCS-Short; Cacioppo, Petty & Kao, 1984) was developed by ranking the 34 items from the original NCS in terms of the absolute value of their factor loadings in the experiment in which the scale was developed (Cacioppo & Petty, 1982), calculating Cronbach's alpha as each successive item was added, and applying a Scree test to determine the specific number of items to be retained. 18 items were retained in the short form.

Aims: Current research explores the application and influence of the Need for Cognition Scale (NFCS) among college students. The present research has two main objectives: (a) to examine the psychometric properties of the French version of NFCS utilizing Item Response Theory (IRT), and (b) to investigate its effect on academic outcomes using path analysis with psychological flourishing (PF) as a mediator. Data were collected from 427 college students in France.

Results revealed that the items of the French version of NFCS fit the data well based on IRT. Moreover, the findings demonstrated a positive correlation between NFCS, PF, and grade point average (GPA).

NFCS is a predictor of academic performance mediated by PF. The study highlights the potential usefulness of NFCS in the French higher education system and emphasizes the significance of considering personality attributes like NFC in predicting academic outcomes among college students.

Conclusion: These findings have important implications for educational institutions in terms of providing students with opportunities for cognitive engagement and supporting their psychological well-being.

Exploratory study of using positive tools in clinical psychiatry

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Positive psychology focuses on the positive aspects of life, such as happiness, gratitude, and satisfaction. In the context of psychiatric follow-up, positive psychology tools can be used to help patients develop resilience, post traumatic growth, and emotional regulation skills. These skills can help patients better cope with life's challenges and improve their psychological

well-being. Research has shown that the use of positive psychology tools in psychiatric follow-up can have beneficial effects on patients. However, the question of whether positive psychology tools are adaptable to heavy patients remains. A systematic review and meta-analysis of 30 studies found that positive psychology interventions showed significant, small effect sizes for well-being and depression compared to control conditions when omitting outliers. Significant moderate improvements were observed for More high-quality research is needed to determine the effectiveness of positive psychology tools in heavy patients. This presentation aims to propose several tools coming from positive psychology useful in psychiatric conditions to be beneficial for heavy patients.

Exploring Content and Areas to Target in Priority in Universal School-Based Resilience Programs: What Variables Affect Resilience, Well-Being and School Performance the Most?

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Background: The state of teens' mental health around the world is critical and rates of distress, anxiety, depression are rising. Piled up with the recent impact of the COVID-19 pandemic these alarming reports are not to be taken lightly. School-based resilience programs offer solutions that prevent, treat, or mitigate ill-being but also foster well-being and resilience. Yet not all programs teach the same content and none of the previous literature looked the best components and areas to target in priority in such interventions.

Aims: To clarify the content to prioritize in universal school-based resilience programs, this study will first identify what variables affect

resilience, well-being and school performance the most. Secondly, the effects of resilience on well-being and school performance will also be investigated.

Method: 12 variables outlining the main components taught in resilience programs were selected following an inductive thematic analysis. Then our study followed quasi-experimental methods and adopted both longitudinal and cross-sectional designs. Four measure times were organized during the 2021-2022 school year reaching 745 French students (aged 13 to 18). These 12 variables were divided between the four measure times for them to be measured once. Only resilience, well-being and school performance were measured at each time.

Results: [Paper is 80% written and descriptive statistics, internal consistencies and correlation matrix have been performed. The remaining analysis will be performed within the next few weeks.]

Conclusion: [Conclusion will be written once the remaining analysis will be performed.]

Exploring Cultural Dynamics and Employee Well-Being in Indonesian Workplace Through Navigating the Balancing of Tradition and Modernity

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Indonesian culture has traditionally shaped individuals' well-being experiences, strongly emphasizing collectivist values, family, and community. However, because of rapid globalization and exposure to Western individualistic values, tensions between traditional and modern values have emerged in workplace, which may affect Indonesians' subjective well-being experiences. This qualitative research study delves into the overview of Indonesian workplace culture to recognize employee's well-being. Through in-depth interviews, focus groups, and observations conducted across various regions (Jakarta, Yogyakarta, Pekanbaru, Balikpapan, and Bali), organisation sectors (bank, coal mining, education, tourism, entertainment, and services) and age groups (27 to 40 Years Old) of 10 respondents, this study seeks to answer pivotal research questions. It explores the effect of gotong royong in workplace as a collectivist value of Indonesians, the contribution of "family concept" in workplace, and the impact of exposure to Western individualistic as a modern value in Indonesian workplace. Analysing these dynamics using thematic analysis underscores several key points, including, firstly, Indonesian workers' engagement in cultural values like gotong royong significantly impacts the organization's system. Secondly, The "family concept" in the workplace positively impacts a sense of belonging, teamwork, leadership, loyalty, support, milestone celebrations, conflict resolution, work-life balance, responsibility, and communication. Finally, western individualism forms another characteristic of Indonesian employee. To sum up, Indonesia's cultural fabric has long been woven with the threads of collectivism, emphasizing strong family ties and community bonds. However, globalization and exposure to Western individualism have introduced new dimensions into the cultural landscape, potentially causing tensions and adaptations.

Exploring Engagement Theories in classroom to Promote Wellbeing and Learning of Hong Kong Students

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In large-scale international surveys such as PISA and PIRLS, Hong Kong students continuously rank high on academic performance. Nevertheless, the same surveys suggest student's engagement in school deserves attention. Meanwhile, the transition to online and remote learning due to school suspension during COVID-19 has created significant changes on student's engagement preferences. These lead educators to critically reconsider how conventional face-to-face learning settings can support student's engagement in learning.

Engagement refers to the cognitive, emotional, and behavioral state of active involvement in a specific activity or task. Positive psychology (PP) emphasizes intrinsic pathways to enhance student engagement during the learning process. For example, flow theorists propose that matching the challenge level of a task with one's skill level creates a sense of energized focus and enjoyment. Other theorists suggest that giving learners autonomy to connect with their personal strengths and values leads to greater engagement. Well-crafted learning experiences can foster deep engagement, resulting in improved learning outcomes, higher achievement levels, and overall well-being.

In this connection, a group of primary school educators aimed to enhance student engagement of learning in classrooms

through application of engagement science. In form of action learning, they explored how to create a positive and inclusive learning environment that uses classroom languages, including teacher-to-student and peer communication, as a means to foster a greater understanding of students' strengths and enhance engagement. Results demonstrated educator's reflection on understanding student engagement and feedback on the implementation of engagement science.

Exploring Flow as a Positive Intervention for Veterans with PTSD: A Phenomenological Study

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Background: Post-Traumatic Stress Disorder (PTSD) among veterans is a pervasive mental health concern, resulting in diminished quality of life and contributing to rising rates of suicide. Positive psychology interventions, such as flow experiences, have shown promise in building coping skills and resilience. We conducted semi-structured interviews with veterans who experience both PTSD and flow, shedding light on the potential for flow to support both management of PTSD symptoms and post-traumatic growth.

Aims: This phenomenological study investigated the experience of flow among veterans with diagnosed PTSD. It identifies common themes and implications for positive self-initiated and clinical interventions.

Method: Semi-structured interviews were conducted with a purposive sample of 4 veterans diagnosed with PTSD following active combat duty. The interviews explored PTSD origins and symptoms; sources and dimensions of flow experience; and perceived relationship between flow and intensity/frequency of symptoms. Thematic analysis was employed. Participants also completed the Long Dispositional Flow Scale.

Results: Consistent with Csikszentmihalyi's (1990) theory of flow as antidote for anxiety, participants provided detailed narratives identifying specific dimensions of flow experience that may alleviate symptoms through strategic coping and contribute to post-traumatic growth. Intense Concentration/Narrowing the Stimulus Field, Clear Goals, and Freedom from Self-Consciousness emerged as the most significant dimensions relative to mitigating PTSD.

Conclusion: Our study provides phenomenological support for emerging neurobiological research on flow and PTSD (eg, Kotler, Mannino, Kelso, & Huskey, 2022). Moreover, the findings may inform the development of interventions that harness the positive aspects of flow experiences to enhance the well-being of combat veterans.

Exploring friendship quality and the practice of savoring in relation to the wellbeing of Greek adults

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Background: Previous research findings demonstrate that both savoring ability and the presence of high-quality friendships play a significant role in enhancing one's overall sense of wellbeing. However, these associations have not been thoroughly investigated within a diverse range of adults across their lifespans, nor have they been explored in the specific cultural context of Greece.

Aims: The primary objective of this study was to delve into the relationships between close friendship quality (i.e., stimulating companionship, help, self-validation, emotional security, reliable alliance, and intimacy), the utilization of savoring techniques, and wellbeing within the Greek cultural framework.

Methods: This cross-sectional study involved 771 adults from Greece (ages 18 - 73; M = 38.35, SD = 13.33), who completed the Greek version of the McGill Friendship Functions Questionnaire, the PERMA Profiler, and the Abridged Ways of Savoring Checklist.

Results: Results revealed that there exists a positive correlation between friendship quality and savoring strategies with overall wellbeing. Moreover, the study identified a significant association wherein greater employment of savoring strategies was linked to higher levels of friendship quality. Finally, savoring strategies were found to moderate some of the relations among friendship experiences and wellbeing components.

Conclusion: The results enrich the existing literature on the mechanisms that enhance the relationship between positive friendship experiences and wellbeing indices. Suggestions for potential future research directions are proposed, and the implications of these findings are discussed concerning interventions aimed at enhancing both friendships and the practice of savoring across various contexts.

Exploring Student Well-Being: Integrating Quantitative and Qualitative Insights in Educational Environments

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Positive psychology in schools addresses student well-being and its influence on academic performance, necessitating comprehensive interventions (UNICEF, 2020). Mapping well-being, school resources, and strengths/weaknesses informs practical steps for institution-wide support.

This study, employing Seligman's PERMA and the EPOCH models, aims to map student well-being, spotlighting school attachment, relationships, and positive emotions. An innovative qualitative methodology, utilizing reflexive photography, is employed to identify school spaces positively influencing well-being and to formulate long-term intervention opportunities.

The research adopts a mixed-method approach. Quantitative assessments of well-being and its components are conducted through questionnaires. The unique qualitative aspect involves reflexive photography, where students capture school spaces that enhance their well-being. This method allows for a nuanced exploration of the emotional impact of physical spaces on students. The sample comprises 315 high school students (14-18-year-olds) from a recognized high-school in Hungary.

The findings reveal an overall lower well-being in the school compared to averages in 2019. Gender differences highlight lower well-being among girls, characterized by increased negative emotions. A notable decline in well-being is observed between the 9th and 10th grades. Key school spaces influencing happiness include classrooms, library, and areas facilitating connections, such as the cafeteria.

This study not only provides actionable insights for the school but also underscores the significance of an innovative methodology. Recommendations include targeted interventions, and acknowledging the emotional resonance of specific physical spaces. The combination of quantitative and qualitative approaches enriches the understanding of how school environments impact student welfare, offering a holistic foundation for tailored interventions.

Exploring the associations between resilience and psychological well-being amongst South Africans during COVID-19

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Resilience pertains to an individual's ability to withstand, adapt, and recuperate from adversity and stress. As the world grapples with unprecedented challenges such as the COVID-19 pandemic, understanding the relationship between resilience and psychological well-being becomes essential. Preliminary observations suggest that those with a higher resilience tend to have better psychological well-being, indicating a possible symbiotic relationship between the two. This study was structured using a cross-sectional survey design. A convenience sampling technique was employed, including 631 respondents in South Africa. Data collection took place between June 11 and July 9, 2022, facilitated through a Google Forms questionnaire. This questionnaire encompassed various instruments, namely a biographical questionnaire, the CD-RISC 10, the WHO Well-being Index, the FACIT-Sp-12, and the PMHS. The findings from the collected data highlighted a strong correlation between resilience and overall well-being during the COVID-19 pandemic. This elevation in resilience can be instrumental in augmenting psychological well-being. As such, interventions or programs aimed at enhancing individual and community well-being might benefit from incorporating elements that bolster resilience, especially during periods of global adversity.

Exploring the complex dynamics of cancer impact: Dyadic effects of optimism and family resilience on patients and partners' perceived relationship quality and well-being

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Background: Cancer, as a complex interpersonal experience, significantly impacts not only the patients but also their partners. Recognizing the multidimensional nature of this impact, a comprehensive approach integrating health counseling and couples counseling is imperative.

Aims: This study delves into the intricate dynamics between oncology patients and their partners, specifically investigating the influence of optimism and family resilience on their perceived well-being and relationship quality.

Methods: A total of 156 cancer patients (mean age: 57.58 years) and their partners (mean age: 56.80 years) were included in the study. The self-report scales collected data on demographics, optimism (GrLOT-R), family resilience (WFRQ), well-being (PERMA Profiler) and relationship quality (QMI). The researchers used the Actor Partner Interdependence Model to examine dyadic regulation effects in the sample.

Results: The results indicated that, in most cases, the optimism and family resilience of both patients and their spouses were positively related to their individual well-being and perceived relationship quality. Furthermore, the patient's family resilience was positively related to the perceived relationship quality of the spouse. Conversely, spouses' optimism exhibited a negative relation with the patient's well-being.

Conclusion: These results offer further support to the positive impact of optimism and family resilience, both at an individual level and within interpersonal dynamics, even during challenging life circumstances like cancer. Exploring the complex interplay of optimism and family resilience in dyads, future research could significantly benefit from examining factors such as gender roles, coping mechanisms, or illness representations to better understand the observed variations between patients and their partners.

Exploring the Fear of Happiness: Insights from differences in gender, age and relationship status

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Background: The fear of happiness, defined as the belief in negative future outcomes from experiencing joy, significantly deters individuals from embracing positive emotions. Understanding this concept holds paramount importance for positive psychologists, particularly in Central and Eastern European contexts where studies on this topic remain notably scarce. Despite existing hypotheses concerning factors contributing to this fear, there remains a considerable gap in exploring potential variations influenced by gender, age, and relationship status.

Aims: The aim of the study is to explore possible demographic differences in the fear of happiness in a Hungarian sample. Furthermore,

we will investigate whether the possible association between age and fear of happiness is better explained by a "U-shaped" (quadratic) function compared to a linear relationship.

Method: We conducted a cross-sectional study involving 1826 Hungarian adults (77% women, mean age = 35 years, SD = 15.5 years). Participants completed the Fear of Happiness Scale and provided information about their gender, age, and relationship status.

Results: We found negligible negative correlations between age and fear of happiness. This association was not significantly better explained by a "U-shaped" (quadratic) function than by a simple linear function. Gender differences were not significant. However, people in relationships had lower levels of fear of happiness than single people.

Conclusions: Overall, our study contributes to mapping the relationship between fear of happiness and demographic variables, highlighting that they are not the most significant determinants.

Exploring the intricate relationship between masculine gender role discrepancy and men's life satisfaction

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Background: Men facing a masculine gender role discrepancy often experience masculine role discrepancy stress, leading to adverse mental-health outcomes. Nonetheless, a significant gap persists in understanding how these aspects affect mental well-being, notably life satisfaction. Life satisfaction, a key element in positive psychology, explores conditions conducive to optimal functioning. **Aim:** This study aimed to examine the role of adherence to traditional masculinity ideology and self-compassion in the association between masculine gender role discrepancy and the subsequent stress and life satisfaction. **Method:** The study involved 831 Israeli men aged 18 years and older. The data collection process utilized structured questionnaires and employed a non-random sampling method.

Results: The study revealed a positive correlation between masculine gender role discrepancy and masculine gender role discrepancy stress, which was further negatively correlated with life satisfaction. The positive association between masculine gender role discrepancy and the subsequent stress was more pronounced among individuals endorsing traditional masculinity ideology. Additionally, the negative relationship between the masculine gender role discrepancy stress and life satisfaction was heightened in individuals with lower levels of self-compassion.

Conclusion: This study highlights the significant impact of masculine gender role discrepancy and resulting stress on diminishing life satisfaction among men. It underscores the important roles played by traditional masculinity ideology and self-compassion in shaping these associations. Understanding these dynamics is crucial for devising targeted interventions aimed at improving men's mental well-being within diverse social and cultural contexts. Further research focusing on interventions to mitigate these effects could lead to enhanced mental-health outcomes for men.

Exploring the relationship between attitudes towards ageing and psychological well-being in older adults

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Background: The attitude one chooses to adopt when faced with the opportunities and challenges of ageing can have a significant impact on mental well-being and other health-related outcomes.

Aim: The objective of this study was to explore the relationship between positive attitudes towards ageing and psychological well-being and to assess the impact socio-demographic factors may have on these constructs.

Method: 140 adults aged 50+ participated in an online survey which included an attitudinal questionnaire (AARC-50), a psychological well-being scale (SPWB-18), and socio-demographic questions. The study used a cross-correlational design to determine whether a positive relationship existed between attitudinal measures and psychological well-being at both a total and domain level. Additionally, a between-subject design was used to compare results across socio-demographic categories.

Results: Positive attitudes towards ageing were strongly correlated with higher psychological well-being. When analysed across the 6 domains of psychological well-being, positive ageing attitudes correlated the most strongly with higher self-acceptance, personal growth and positive relations with others.

When psychological well-being was analysed across socio-demographic categories, personal growth and purpose in life were significantly lower in older participants (≥ 66 years), and positive relations with others were significantly lower in men. Interestingly, socio-demographics did not play a significant role in ageing attitudes.

Conclusion: Findings suggest that positive attitudes towards ageing are highly impacted by social connectedness, continued learning and meaningful pursuits as one ages. Having a positive attitude towards age may contribute to better mental health and buffer the effects of age related decline.

Exploring the Systems Informed Positive Psychology framework and Family Systems theory in the South African Family context: An integrative literature review

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Background: South Africa celebrates diverse family structures, extending beyond conventional definitions. Emphasising connections beyond blood and legal bonds, the nation acknowledges same-sex marriages, polygamous unions, and various family setups, including those led by single parents and skip-generation households. A nuanced understanding of these dynamics is crucial for fostering family well-being. Declining marriage rates, alongside an increase in divorces, affect 4 out of 10 marriages before 10-year reach, impacting 17,345 children in 2021. Child-headed families which include 44,000 children underscore the imperative for targeted interventions grounded in established theories to enhance family well-being and address societal challenges.

Aim: To explore existing literature regarding the Systems Informed Positive Psychology framework and Family Systems Theory and apply to the contexts of diverse family structures in South Africa.

Method: An integrative literature review as outlined by Callahan (2010), incorporating elements of evidence-based practice.

Results: Family Systems Theory and Systems Informed Positive Psychology share themes of interconnectedness, emphasizing ripple effects within systems. Both highlight the boundary definition's importance and underscore system adaptability. This convergence suggests potential synergy for holistic interventions addressing family and societal dynamics to enhance well-being.

Conclusion: The heterogeneous nature of South African family structures, coupled with the application of the two integrated frameworks in the South African context, serves to advance positive psychology as a science. The potential to guide forthcoming positive psychology interventions aimed at strengthening human interconnectedness within families is enhanced.

Facilitating designing for positive User Experience in small and medium sized companies – findings from qualitative interviews

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Background: Often technology is experienced as frustrating. But, there are also moments when technology brings us for example connection and pride. This happens when technology fulfills our psychological needs (Hassenzahl, 2008) like the need for relatedness or competence, thus when products create a positive User Experience (UX). Designing for positive UX is very beneficial for companies (Desmet, 2012). Our work with small and medium sized companies (SMEs) within the Mittelstand 4.0-competence center Usability revealed that SMEs are highly interested in this topic. Nevertheless, implementation is lacking.

Aims: To investigate what hinders or supports SMEs in pushing their products in a more positive direction, we conducted qualitative interviews with former project partners to learn how their UX design process is organized and what prevented them from integrating positive UX design concepts into their products.

Method: We conducted 9 interviews with former project partners and qualitatively analyzed them. The insights were interpreted along with existing research.

Results: The interviews revealed manifold reasons why companies developed positive UX design concepts (e.g. making a meaningful contribution, competitive advantage). Thus, prospectively we are going to identify those motivators more thoroughly to better adjust our support. Additionally, it became clear that the management must be convinced of positive UX. Therefore, we will focus more on informing and convincing business leaders.

Conclusion: Designing for positive UX is one way of contributing to a Greater Good. To convince more SMEs to focus on positive experiences of its customers brings us closer to establishing a positive corporate mindset.

Fear of Negative Evaluation, Authenticity, and their Impact on Positive Mental Health: A Study on Young Adults in India

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Background: On reaching adulthood, one is entrusted with a multitude of responsibilities. Young adults in India face challenges pertaining to their academics, careers, social lives, or health. They may fear being judged for their choices and concurrently desire to display authenticity due to increased self-awareness. This affects the mental health of young adults. Yet, research addressing the association between fear of negative evaluation, authenticity, and positive mental health in the Indian socio-cultural context is scant. For this study, the outcome of positive mental health is operationally defined as a state of mind that helps individuals display optimal functioning in everyday life.

Aims: To examine the contribution of fear of negative evaluation, various dimensions of authenticity, namely, authentic living, accepting external influences, and self-alienation, to positive mental health of young adults in India.

Method: Individuals (N=410) aged between 18 and 35 years completed standardized questionnaires administered through Google Forms.

Results and Conclusion: Regression analysis revealed that out of the four predictors, fear of negative evaluation ($\beta = -0.19$, $p < 0.001$), authentic living ($\beta = 0.30$, $p < .001$), and self-alienation ($\beta = -0.19$, $p < .001$) significantly predicted positive mental health. The predictors together accounted for 20.7% variance (Adjusted $R^2 = 0.207$, $F(4, 405) = 27.653$, $p < .001$). There was a significant difference ($t(408) = 2.345$, $p < 0.05$) between the positive mental health of males ($M=27.65$, $SD=5.307$) and females ($M=26.37$, $SD=5.076$), with males exhibiting a higher mean. These findings can be used to inform counseling practices and interventions to enhance positive mental health of the young adults.

Feasibility and Early Outcomes of a Parent Training Intervention to Engage Parents in Children's Media Education

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The importance of parents in mediating adolescents' Internet use is documented by many studies in the literature. Very few, however, regard interventions to support parents in this role. We wanted to assess the feasibility and the early outcomes of an Internet-based parent educational group course aimed to support parents in adolescents' media education. The intervention was conducted with two different groups of parents (N = 20, 75% women; mean age = 46.9 y; SD = 6.3) at different time-points. The intervention included five sessions, during which information about parental mediation strategies was provided and practical exercises based on the Acceptance and Commitment Therapy (ACT) approach were proposed. The intervention generated greater awareness, openness and flexibility and increased parental familiarity with technological devices. Overall, the proposed web-based and group-based parent training model has shown good feasibility and promising early outcomes in supporting parents as Internet mediators.

Feedback: Presentation of a tool aimed at developing students' wellbeing skills and initial evaluations by professionals

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Feedback is essential for learning, but its effective delivery remains a challenge for teachers who lack practical tools (Hattie & Clarke, 2018). Recognising the interplay between wellbeing and learning (Durlak et al., 2022), this oral presentation introduces the Feedback Ruler, an innovative ready-to-use tool designed to foster wellbeing alongside academic skills. Developed from feedback research and self-determination theory, the Feedback Ruler offers a six-step method to provide constructive feedback. The steps include: choosing the right time for feedback, acknowledging strengths and approach, highlighting progress, pinpointing areas for improvement, creating an action plan, and enquiring about the recipient's feelings and any additional feedback.

To evaluate the Feedback Ruler, a short presentation was given to approximately 300 teachers, who assessed its utility through 15 questions spanning seven criteria. Results showed that 89% of the participants found the tool potentially beneficial

for their practice. While its theoretical underpinnings were less valued, the tool was deemed effective in providing guidance. In conclusion, the Feedback Ruler was well-received and could serve as a promising resource for enhancing students' psychosocial and academic competencies. Further research is suggested to explore its impact on a range of psychosocial competencies.

“Few things in life are easy and worth doing”: how the bi-directional relationships between meaningful work and work-related stress can both help and hinder wellbeing

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Background: Meaning is a key part of psychological wellbeing, and the benefits of meaningful work are widely acknowledged. Many people seek meaning from their work, and some organizations aim to facilitate this through interventions. In parallel, work-related stress has become a significant occupational risk.

Aims: This new research sought to understand the perspectives of those who find their work to be both meaningful and stressful, and to explore the relationships between these concepts.

Method: Participants were interviewed about their experiences of meaning and stress in their work. Using a social constructivist approach to grounded theory, the conversations included discussion around participants' sense of interconnectedness and belonging, with regard to both meaningfulness and stress.

Results: Findings indicated that meaningful work and work-related stress are inherently connected, with bi-directional relationships that can support and hinder wellbeing. Meaningfulness can both alleviate and exacerbate stress, and stress can both reinforce and reduce meaningfulness. Meaningfulness and stress can even feel co-dependent, depending on how participants perceived and made sense of their experience.

Conclusion: Meaningful work remains a hugely significant asset for well-being. But with many individuals seeking greater meaningfulness from their work, the results suggest there is benefit in understanding more about the potential harmful effects of meaningfulness, including implications for stress and possible knock-on consequences for health and work.

Findings from the MindArise study: Mindfulness and response in staff engagers

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Background: Few work sectors have been as stressful as healthcare in recent times, with the outbreak of Covid-19 and associated strains on healthcare services and healthcare staff. Evidence suggests that mindfulness-based interventions could play a role in helping staff to manage these stresses, which is why national guidelines advocate their use. At the same time, there is much uncertainty regarding optimum mindfulness practice and what trainers and employers should be recommending when it comes to implementation.

Aims: Our research sought to assess the current mindfulness landscape, to determine current practice patterns, their possible associations with outcomes over time, and to explore factors of engagement that could be important for optimisation of mindfulness in healthcare.

Method: The MindArise study was a longitudinal, mixed-methods, online observational study of clinical and non-clinical healthcare staff with any level of experience of formal and/or informal mindfulness practice across 53 NHS Trusts and GP practices in England. 2210 healthcare staff signed up to this study.

Results: Results will be presented, focussing on potential dose-response relationships between mindfulness practice and stress and other psychological outcomes, and a range of possible engagement factors including but not limited to social identification with mindfulness in-groups.

Conclusion: Findings will be situated within the broader healthcare context and implications for research, theory and practice will be discussed.

Flourishing and languishing in Singapore: An examination of the psychometric properties of the Mental Health Continuum-Short Form (MHC-SF)

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Defining mental health as inclusive of wellbeing and psychological distress is a key conceptual tenet. Reliable and valid measures of wellbeing are needed to improve our understanding of an individual's mental health in different cultural groups, and to support the use of such measures in mental health practice. The aim of this study was to examine the psychometric properties of the Mental Health Continuum – Short Form (MHC-SF) in a Singaporean sample. Using Keyes' dual-continua framework, measures of wellbeing (Positive Mental Health, Meaning in Life Questionnaire, Comprehensive Inventory of Thriving) and psychological distress (Depression Anxiety Stress Scale-21) were completed by 231 community dwelling adults. The MHC-SF had high internal consistency ($\alpha = .83 - .91$) and moderate test-retest reliability ($r = .70 - .77$) at one month. Convergent and divergent validity for the MHC-SF was also demonstrated. Confirmatory factor analyses supported a bifactor model as the best fit (RMSEA = .08, SRMR = .05, CFI = .94) compared to one, two and three factor models. MHC-SF categorical diagnoses found that 37% of Singaporeans were flourishing, 57% were moderately mentally healthy, and 6% were languishing. These findings indicate that the MHC-SF is a reliable and valid measure of wellbeing in a Singaporean population. It has great potential to be used in epidemiological studies and clinical research to better understand individuals' mental health. Future research including larger and more representative sample can provide normative data for the MHC-SF and explore potential cultural influences on the multidimensionality of wellbeing.

Contact:

Flourishing in teamwork: How special education student teachers identify the indicators of flourishing in their teamwork

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The ability to work in teams is an important interpersonal generic competence of modern society, also in the field of education. A team represents a powerful learning context, in which a wide range of intra- and interpersonal processes occur, which offer opportunities for self-reflective and metacognitive insights. Students' teamwork skills can be developed indirectly – using teamwork as an approach within different study programmes, and directly – within a specific course, based on a systematically guided process of personal and professional development in the context of teamwork, such as the authors' authentic programme "Teamwork at School – Developmental Approach". The aim of this mixed methods study is to explore, how students identify indicators of individual- and team-flourishing in their teamwork experiences. Flourishing in the context of teamwork means that team members are fulfilling their potential, are growing, succeeding, or making a significant positive contribution to themselves and to the team. In this study, data was gathered using questionnaires about different aspects of students' teamwork experience and the content analysis of students' portfolios. The results suggest that in their in-depth self-reflections on their own teamwork experiences, students identified many indicators of both individual and team flourishing that contributed to their personal and professional development, such as being enthusiastic, proud, connected etc. The results are discussed in relation to the concepts of positive psychology, e.g. positive emotions, positive self-perception, trust and well-being of team members. Results emphasize the importance of flourishing in the context of teamwork. Some suggestions for future teacher training are highlighted.

Flourishing mind? Mindfulness, subjective well-being, and the role of resilience in adolescence

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Resilience skills are already well known to play an important role in furthering subjective well-being and quality of life in the context of highly stressful life circumstances. However, while coping with usual and everyday stressors, factors that promote mental health and well-being are diverse and differ throughout the lifespan. Newer research studies indicate a reciprocal causation between resilience and mindfulness, where these two factors reinforce each other throughout time. Moreover, with adolescents being more vulnerable to everyday stress, investigating the role of these two protective factors might provide a better understanding of adolescent mental health. Therefore, this study aimed to investigate the interplaying role of resilience and trait mindfulness in adolescents' well-being. Data were collected within the larger research project Longitudinal Adolescent Stress Study (STRESS LOAD). Mediation analysis was conducted on 468 Croatian adolescents (37.7% male) who participated in all three waves of the study. High-school students were followed during a 1.5-year period – starting in spring 2022, with assessments occurring approximately every 6 months.

Results indicate for a significant partial mediation model between mindfulness, resilience, and subjective well-being, where mindfulness

contributes to adolescents' well-being both directly, and indirectly, through resilience skills, with all paths being positive and significant. With mindfulness-based preventive programs showing promising effects for improving adolescents' resilience skills, these findings only contribute to advocating for implementing such programs within the universal, school-based level of prevention. Moreover, considering these results within the larger temporal model of the reciprocal interplay between mindfulness and resilience provides for a deeper understanding of mechanisms improving well-being, and promoting mental health.

Flourishing, languishing and benefit finding in cancer patients: the role of physical symptoms, daily activities, and social relations

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Background: Psycho-oncological studies rarely focus on the presence of mental health and benefit finding. **Aims:** This study was aimed to analyze the relationship of physical symptoms, engagement in structured activities and socialization with positive mental health and benefit finding among cancer patients.

Method: A prospective cross-sectional study was conducted at Luigi Sacco Hospital of Milan among cancer patients on active therapies or follow up. During the first session of a psychological support path, patients' regular engagement in structured work, leisure and social activities was explored. Patients also completed the symptoms checklist of the Illness Perception Questionnaire-Revised (IPQ-R), Mental Health Continuum Short-Form (MHC-SF), and Benefit Finding Questionnaire (BFQ).

Results: Participants were 86 women and 18 men (aged 27-84, median 57.5). Daily engagement in structured work or leisure activities and in social ones was mentioned by 58.7% and 38.5% of the participants, respectively. On the IPQ-R symptom checklist most participants (74%) reported asthenia, and 40% nausea. Based on MHC-SF scores, 26.2% of them were flourishing, 51.5% moderately healthy, and 26.2% languishing. Their average BFQ scores were moderate (mean=3.4, sd=0.7). Regression analysis highlighted that hobbyists vs. non hobbyists and workers vs. non-workers were more likely to report higher mental health and benefit finding. No association emerged for physical symptoms and socialization.

Conclusions: Findings confirm the marginal contribution of physical symptoms to mental health. They also suggest the usefulness of psychological interventions focused on mental health promotion, besides mental illness prevention, through the support of patients' participation in structured activities.

Flow in Basketball Upsets: Exploring the Role of Coaching Philosophy and Strategy

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Background: Flow is a highly functional state that can facilitate athletic performance (Jackson & Roberts, 1992); however, investigations into flow's role in enhancing performance have produced mixed results (Stoll & Ufer, 2021). In part, this may be due to the phenomenon that not all flow dimensions are present in every flow experience (eg, Swann, 2016). Most studies of flow in basketball, beginning with Csikszentmihalyi (1975), have focused on players' general experience of the game.

Aims: To explore one facet of the game: how coaching philosophy and strategy contribute to the phenomenon of "underdogs" defeating highly-favored opponents by playing up to the high challenge level set by their competition.

Methods: In-depth, semi-structured interviews were conducted with highly successful high school basketball coaches (N=3). Transcripts were coded in a thematic analysis for evidence of coaching philosophies and preparation practices that foster player flow.

Results: Analysis revealed that coaches create a foundation for flow through game preparation that creates a foundation flow: promoting self-awareness; fostering team cohesion; establishing clear goals; and assessing challenge-skill balance. Coaches provided detailed descriptions of player performance during underdog victories that strongly suggests evidence of the six experiential dimensions of flow.

Conclusion: Coaching strategies that align with the antecedents of flow and the six flow dimensions emerged as a critical factor in navigating challenges, maintaining focus, and influencing performance outcomes. Understanding flow dynamics contributes to a deeper understanding of the psychological underpinnings of success in sports, with important implications for coaching.

Flow in Flexibility: Cultivating Happiness in Hybrid Work Environments

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Background: The post-Covid-19 era has seen a rise in hybrid work environments, highlighting the need to understand psychological Flow's role in wellbeing and performance. Despite its known benefits, including reducing burnout, Flow's application in hybrid settings remains underexplored, especially amidst challenges like the great resignation.

Aims: This study investigates whether facilitating Flow can enhance happiness in hybrid knowledge workers, aiming to offset the unique challenges of this work format.

Method: A qualitative analysis was conducted on the experiences of Flow among 12 hybrid knowledge workers, chosen for their diverse roles and demographics. Insights were gathered through diary logs and semi-structured interviews, followed by reflexive thematic analysis.

Results: The research indicates the feasibility of creating conditions for meaningful Flow in hybrid environments. Effective strategies include purposeful work and wellbeing planning, balancing Flow with recovery periods, managing distractions, and addressing environmental and individual needs.

Conclusion: A new framework emerges from this study, guiding hybrid workers in structured reflection for optimizing their work and wellbeing. This approach increases the likelihood of experiencing Flow, leading to benefits like heightened happiness, wellbeing, and performance, potentially resulting in greater overall engagement and job fulfilment.

Forgiveness and mental health - a judeo-islamic psycho-theological model

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Background: Forgiveness is a complex, multi-dimensional construct with no universally accepted definition. Scholars broadly agree that forgiveness is an intra-individual process involving a pro-social change toward a perceived transgressor. Different types of forgiveness include self-forgiveness, inter-personal (victim related) and divine forgiveness (DF). Previous research has demonstrated that both, forgiveness of others and self forgiveness facilitate psychological well-being (i.e., reduce depression, anxiety, enhance life satisfaction, or general mental health), in people of various religions and cultural **Background:** Whereas remaining in un-forgiveness is linked to stress disorders, mental health disorders, and relationship problems. Previous research has also illustrated that belief in God or viewing God as attachment figure may result in positive psychological, emotional outcomes and that perceived forgiveness from God could function as an intermediate factor between self-forgiveness and inter-personal forgiveness. In Judeo-Islamic traditions (the Torah and Rabbinic literature; Quran), forgiveness is closely related to repentance and represents a moral, retributive and legalistic construct that places a duty on the transgressor to seek amends from the victim and is represented as a merciful act of God. Thus far, studies in Judeo-Islamic context framed forgiveness within purely religious lens. Also, very little is known on the individual behavioral, cognitive processes underlying forgiveness-mental health relationship. **Methodology.** This study employs a, philosophical, psycho-spiritual stance. **Aims:** The study presents a new conceptualization and a three-partied model of forgiveness (offender-offence-offended) based on Judeo-Islamic tenets. **Results:** The study explores thoroughly the interplay between self-forgiveness, inter-personal forgiveness and divine forgiveness, its' relation to psychological, emotional, well-being of the involved parties, and the role of the severity of the offence in the forgiveness process. **Discussion.** The suggested model of forgiveness implies that belief in "God" (or any higher authority, or deity) may exert beneficial effects on well-being for the offender and the offended and could be applied in any given religious and non- religious contexts.

Forgiveness Journey of People Living with HIV and its Effects on Well-Being and Personal Growth

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Purpose: Forgiveness is a process of relinquishment of resentment, hostility, and anger toward another person or self that promotes well-being. Its effect on personal growth has been less studied, especially among people living with HIV (PLWH).

Aims: To investigate the process of forgiveness and self-forgiveness in PLWH and its relation to well-being and personal growth. **Methods:** A qualitative study method (phenomenological approach) was used. In-depth interviews were conducted using a semistructured interview guide with 14 PLWH (seven women and seven men). Data analysis was performed using the thematic method.

Findings: Three themes were identified: (a) "Anger is a poison": between forgiveness and unforgiveness; (b) "I gave up the drive to suffer": the meaning of forgiveness; and (c) "Forgiving is like building a building": phases of the forgiveness process between forgiveness and unforgiveness. Forgiveness was a continuous process that facilitated feelings of strength, freedom, liberation, and self- acceptance; decreased anger and hostility; and increased positive emotions and behavioral changes aimed at both self and others. Forgiveness led to acceptance of their HIV-positive status and improvement in adherence to therapy and follow-up. Individuals who forgave experienced a sense of personal growth, as expressed in changes in self-esteem, improved self-assessment and interpersonal relationships.

Conclusions: Results show the prominent positive effect of forgiveness on the emotional and physical health of PLWH and other vulnerable populations. These results can inform the development of therapeutic interventions focused on forgiveness in vulnerable individuals.

Fostering Emotional Skills Through a Digital Learning Platform

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Background: Acceptance and Commitment Therapy has been used in school settings to foster wellbeing, and reduce symptoms of depression and anxiety. The use of ACT in universal prevention programs, teaching skills of psychological flexibility, has not received unambiguous support.

Aims: The current study utilized the DNA-V model for promotion of wellbeing and psychological flexibility in 5th graders in Finland. The presentation describes 1) the process of creating the program 2) the use of a digital learning platform and 3) preliminary effects of the program on life satisfaction and psychological flexibility.

Method: Two groups, led by school psychologists, with 6 students in grade 5 (age 11) participated in the pilot groups (N=12). The eight weekly sessions were 30-40 minutes long. After each session, participants gave feedback on the session content. In addition, participants did homework on the digital learning platform VILLE. A before-after design was used to measure change in life satisfaction (Brief Multidimensional Students' Life Satisfaction Scale – PTPB Version (BMSLSS-PTPB)) and psychological flexibility (AFQ-8)

Results: The process of development of the program is described. The pilot project participants' qualitative feedback on the program caused changes in the layout as well as content of the program. Results on changes in the outcome measures will be presented (pre-post). Lastly, the program in its new version will be presented.

Conclusion: We will present preliminary results from a pilot study on using the DNA-V model of ACT and discuss it in light of the need of evidence based preventive programs, that are easily scalable and accessible for schools, teachers and children.

Friendship experiences in emerging adulthood: Connections with well-being, depression and anxiety in a sample of Greek emerging adults

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Background: Positive relationships comprise a fundamental pillar of well-being based on Seligman's PERMA model of well-being. Friendships seem to be the most beneficial relationships compared to those with siblings and romantic partners. According to the literature, friendships contribute to increased levels of happiness, psychological and physical health, while at the same time they protect against negative emotional states, such as anxiety and depression. However, the role of friendships in the life and well-being of emerging adults has not been so widely researched.

Aims: The scope of this study was to explore whether close friendship quality (as captured by six friendship functions) and satisfaction were associated with well-being, anxiety and depression in emerging adults

Methods: The sample that consisted of 410 Greek emerging adults (age range 18-29) completed the McGill Friendship Functions and Respondent's Affection Scales, the PERMA profiler, and the DASS-21 scales. Data was collected electronically via Google Forms.

Results: Spearman's correlations revealed that all six friendship functions (stimulating companionship, intimacy, help, reliable alliance, emotional security, self-validation) and satisfaction with the friendship were positively correlated with all five dimensions of well-being. They all correlated negatively with depression, but only intimacy with anxiety. Multiple regression analyses showed that significant parts of the variance in well-being dimensions and depression is explained by friendship experiences.

Conclusion: Findings contribute to acknowledging the significance of friendships throughout the life span, hence providing a basis for the design and implementation of interventions tailored for young adults. They also have valuable implications for Counselling and Psychotherapy.

From Dance to Social Bonding to Wellbeing in Childhood

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According to UK national surveys, 1 in 5 young people are estimated to experience mental illness, with 50% of cases established by age 14. Surveys further reveal that nearly 40% of UK adolescents feel lonely due to having weak social connections and "little sense of belonging". We know that social connections can critically protect against mental illnesses; therefore, activities that enhance social connectedness in young people can help them sustain a state of positive wellbeing. In this presentation, I will propose that engaging in activities involving movement synchrony and joint action, such as dance, can be the key. Years of experimental research in university laboratories have shown that movement synchrony and joint action facilitates social connectedness in children and young people. However, just how these activities can be applied outside of the laboratory to have positive social and wellbeing effects is still unknown. To support my claims, I will present evidence from two studies with primary schoolchildren and adolescents showing that group dance has positive effects on social connectedness and wellbeing, with social connectedness predicting future wellbeing. Both of the studies are longitudinal, pre-registered and were co-created and conducted with dance organisations to maximise chances of impact and scalability. These data show that group dance can help young people forge stronger social connections, resulting in improved wellbeing and a more positive future.

From self-silencing to self-expression: Self-silencing and resilience in the Indian cultural context

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Background: Self-silencing is the tendency of individuals to behave in ways involving inhibition of self-expression and sacrificing one's own needs to avoid conflict and gain acceptance from others in close relationships. However, there are very few studies that emphasise both, the role of culture, as well as the adaptive processes involved in overcoming self-silencing tendencies.

Aims: This study uses a culturally sensitive lens to explore how adults who have experienced relational adversities in the Indian context experience self-silencing and how they negotiate self-expression within interpersonal communication in a culture that is largely collectivistic and strongly hierarchical.

Method: In-depth semi-structured interviews were conducted with six individuals who reported significant experiences of relational adversity in various close relationships. Interpretative phenomenological analysis was used to analyse the data.

Results: The emergent themes revolve around a) Cost-benefit analysis of silencing vs speaking out, b) Positive external in-

fluences that helped recognise and overcome self-silencing patterns, c) Personal growth over time: Self and identity development, and d) Using intentional strategies to express sensitive topics. The findings not only illuminate the lived experiences of self-silencing but also suggest that individuals did not passively self-silence in most situations, but rather engaged in an active negotiation process and used adaptive strategies to accommodate self-expression within the sociocultural norms of acceptability.

Conclusion: By providing insights into the intersection of culture and resilience, this research contributes to a deeper understanding of the complexities surrounding personal agency, cultural dynamics, and psychological well-being in the collectivistic Indian context.

Future self-continuity, sustainable career and job crafting

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Future self-continuity refers to the sense of connection between one's present and future self. Future self-continuity was found to promote motivation, meaning of life and behaviors across different domains. Extending future self-continuity and its relevant consequences, job crafting as changes that employees initiate to make their own job more meaningful and career sustainability as an adaptive career development to meet one's need in the present without sacrificing one's needs in the future were incorporated.

This study aimed to analyze the mediating effect of career sustainability on the relationship between future-self continuity and job crafting. A total of 124 employee completed an online survey including the 10-item future self-continuity scale (Sokol and Serper, 2019), the 25-item sustainable career development scale (Argyropoulou, 2021) and the 15-item job crafting questionnaire (Slemp and Vella-Brodick, 2013). The results showed that future self-continuity has positive impact on job crafting ($\beta=.66, p<.001$). After incorporating the mediator, the direct effect of future self-continuity on job crafting was insignificant ($\beta=.47, p>.05$). The indirect effect of future self-continuity on job crafting mediated by career sustainability was confirmed partially ($\beta=.71, p<.001$ for future self-continuity on career sustainability; $\beta=.30, p>.05$ for career sustainability on job crafting). The results showed that fit indices of mediating model were good: GFI=.993, CFI=.964, NNFI=.947, TLI=.947, RMSEA=.088, SRMR=.043.

This study broadens the lens on future self-continuity literature, taking further steps to identify possible mechanism behind future self-continuity, career sustainability and job crafting. The finding implied that individuals with future self-continuity maintain their career sustainability and take actions to create a better workplace for themselves.

General and Mental Health and the Association with Lifestyle in Austria and Japan

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With the accumulation of evidence on the relationship between lifestyle habits and physical health, lifestyle habits improvement has become an important issue in public health and medical treatment. Considering that psychological factors are involved in lifestyle diseases such as diabetes, atherosclerosis and heart disease, lifestyle modification is not only related to physical health but also to mental health.

The aim of this study was to examine the relationship between mental health, general health and lifestyle habits.

The diet style, exercise, sleep, and leisure were assessed to clarify the lifestyle habits. Outcome variables were general health, Ikigai well-being, and the degree of burn out.

97 subjects, 18 males, 75 females (and 4 diverse who were excluded from the analyses) in the age range from 18-74 years in Austria and 313 subjects, 61 females, 248 males (and 4 diverse who were excluded from the analyses) in the age range from 24 to 80 years in Japan answered the questionnaires.

It was observed that lifestyle is related to general and mental health both in Austria and Japan. However, there were some differences on the relationships. It was suggested that lifestyle improvements are important for general and mental health promotion and prevention.

Get it all done? Flow's Role in Mitigating the Effects of Unfinished Work

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Background: This study foregrounds flow experience, a rewarding state of absorption and control, as a potential mitigator against workplace stressors like unfinished tasks. These tasks, common in modern work-places, impair well-being by reducing perceived competence and increasing rumination. The study posits that flow in leisure could mitigate these adverse effects and shape employee's forward-looking appraisal for the following workday.

Aims: The study aims to investigate the mediating role of reduced competence feelings due to unfinished tasks in increasing rumination and negatively affecting anticipation of the subsequent workday. Additionally, it examines how flow during leisure time can moderate these relationships, potential-ly altering the impact of unfinished tasks.

Method: Participants engage in a ten-day diary study, completing surveys three times a day to record their experiences in the morning, post- work, and before sleep. With this approach effects within individuals can be tested. A sample size of 150 employees is targeted.

Results: Multilevel moderated mediation analyses are used to test the relationship of unfinished tasks with rumination and workday appraisal at the day level, and whether this relationship is moderated by evening flow. Results are pending and will be presented at the conference.

Conclusion: This research contributes to understanding how flow during leisure time influences work-related well-being. It highlights the importance of flow-inducing activities in promoting resilience against work-related stressors and thus provides valuable insights for workplace mental health strategies. One limitation is the shorter duration of the diary study, which points to the need for extended longitudinal studies to capture delayed effects.

Gratitude prospectively predicts workplace well-being through the mediation of need satisfaction: Evidence from three longitudinal studies

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The study of the link between gratitude and well-being at work is very limited: Research is mostly cross-sectional and the mediators are underexplored. Aiming to extend previous studies, first, I theorized that gratitude predicts job well-being longitudinally. Additionally, drawing on Self-determination theory (SDT), I theorize that the satisfaction of the needs for autonomy, competence and relatedness (BPNS) mediates the mentioned link. Thus, I conducted three three-wave longitudinal studies with one (N = 725), three (N = 1841), and six (N = 2045) months between each wave respectively. Consistently, all studies supported the hypotheses: Gratitude predicts longitudinally well-being at work through the mediation of BPNS. More specifically, Gratitude at T1 prospectively predicts higher BPNS at T2, which in turn prospectively predicts higher engagement and job satisfaction, as well as lower burnout, job insecurity and turnover intentions at T3. Key implications for gratitude and SDT research are discussed.

Growing through suffering: Expressive Writing as tool for emotional balance in palliative care health professionals: a research line

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Background: Palliative care professionals (PCPs) approach the care process utilizing their emotional resources. This can result in burnout and compassion fatigue, making it important for healthcare organizations to address their emotional needs with a tool effective and manageable. Expressive Writing (EW) has been shown to be an effective tool in supporting the processing of traumatic experiences.

Aims: The overall aim of this research line was to assess the effectiveness of EW in supporting the emotional balance of PCPs. The specific objectives included evaluating the effects of EW on organizational variables (2019), individual wellbeing (2020), and emotional changes (2021).

Method: A prospective quasi-experimental 2x2 design to study organizational commitment, compassion satisfaction and group cohesion;

Same design to study resilience, and impact of traumatic events;

A qualitative research design, using interpretive phenomenological analysis and meaning shift on 50 pre-post texts.

The EW protocol was standardized in procedure, mandate, and timing, with refinements made between each study to determine the most effective approach.

Results: EW led to:

Equalization of normative commitment between groups;

An decrease in anger, sleep disturbances, and negative emotional responses to traumatic events;

A shift in focus from T0 to T1, with increased awareness of the value of teamwork and a stronger emotional focus on patient relationships.

Conclusion: These studies demonstrate the effectiveness of EW in supporting the emotional balance of PCPs. Further research is ongoing to determine the most effective EW protocol and the easiest way to implement it in healthcare organizations.

Guidance counselor Teacher in Taiwan Applying Resilience in Elementary Schools

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This research explores the resilience of elementary school guidance counselors, focusing on their experiences, strategies, and challenges. Six counselors were interviewed using a qualitative approach, revealing key themes in their personal resilience, application of resilience strategies, and challenges faced. The findings indicate that guidance counselors recognize and apply resilience perspectives in their counseling work, emphasizing belief, assistance from resources, and possessing helper qualities. Strategies employed include effective system connection, positive emotions, and adapting to setbacks, aiming to strengthen both counselor and student resilience. The counselors emphasize the importance of a positive outlook and belief in resilience. Despite encountering challenges, they view setbacks as opportunities for growth and reflection, contributing to an enriched counseling practice. The study highlights the interconnectedness of “I have, I am, I can” in resilience and underscores the role of guidance counselors in fostering resilience in themselves and the students they support.

Happiness Maximization Is a WEIRD Way of Living

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Psychological science tends to treat subjective well-being and happiness synonymously. We start from the assumption that subjective well-being is more than being happy to ask the fundamental question: What is the ideal level of happiness? From a cross-cultural perspective, we propose that the idealization of attaining maximum levels of happiness may be especially characteristic of Western, educated, industrial, rich, and democratic (WEIRD) societies but less so for others. Searching for an explanation for why “happiness maximization” might have emerged in these societies, we turn to studies linking cultures to their eco-environmental habitat. We discuss the premise that WEIRD cultures emerged in an exceptionally benign ecological habitat (i.e., faced relatively light existential pressures compared with other regions). We review the influence of the Gulf Stream on the Northwestern European climate as a source of these comparatively benign geographical conditions. We propose that the ecological conditions in which WEIRD societies emerged afforded them a basis to endorse happiness as a value and to idealize attaining its maximum level. To provide a nomological network for happiness maximization, we also studied some of its potential side effects, namely alcohol and drug consumption and abuse and the prevalence of mania. To evaluate our hypothesis, we reanalyze data from two large-scale studies on ideal levels of personal life satisfaction—the most common operationalization of happiness in psychology—involving respondents from 61 countries. We conclude that societies whose members seek to maximize happiness tend to be characterized as WEIRD, and generalizing this across societies can prove problematic if adopted at the ideological and policy level.

Happy Nature: Promoting Well-Being through Environmental and Positive Psychology Interconnectedness

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Background: In South Africa, environmental issues like climate change, degradation, water scarcity, and pollution contribute to food shortages, disease outbreaks, mental health challenges, and existing social stressors (Chersich et al., 2018; Rennkamp & Marquard, 2017). Biosphere Reserves exist to protect and conserve ecosystems by fostering harmony between humans and nature. The UNESCO Gouritz Cluster Biosphere Reserve (GCBR) in South Africa offers a promising canvas to explore the fusion of Positive Psychology (PP) principles and nature's influence on well-being (Pool-Stanvliet & Coetzer, 2020).

Aims: Through a literature review, the study aims to explore how the principles of PP can be aligned with the strengths of the GCBR to promote individual, interpersonal, and collective well-being. It advocates for Positive Psychology interventions that nurture individual and interpersonal well-being and the shared responsibility of safeguarding our planet's health for present and future generations.

Method: This study will use a scoping literature review process, auto photography (ethnography), and infographics. **Results:** The envisioned results are to create awareness and strengthen the principles of harmony, hope and responsibility between nature and humans.

Conclusion: The fusion of PP principles with the GCBR can engender profound transformations in the realms of "me," "you," and "us." By incorporating PP principles and interventions, individuals can experience heightened well-being, fostering harmonious interpersonal relationships and nurturing a collective ethos of environmental stewardship. It underscores the reciprocal influence between natural and human flourishing and the mutual impact of nature and humans, thus aptly titled HAPPY NATURE.

Happyfly: An online intervention to enhance the art-of-living and well-being among flight attendants

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Background: It is inherent in human nature to strive for a fulfilled life. Given the diverse nature of each human being, it is not possible and also not intended to find a universal way that guides us all equally to a good life. This is where the concept of the art-of-living can help: It offers different strategies and possibilities for each individual in order to find an individual way to a fulfilled life.

Aims: Based on current research approaches on the art-of-living, the aim of the present study was to develop, implement and evaluate an online training that enhances participants' well-being and art-of-living scores.

Method: The online training „Happyfly“ for (n = 94) flight attendants concentrated on six (out of eleven) art-of-living components: Self-knowledge, Savoring, Bodily care, Coping, Positive attitude towards life, and Serenity. The participating flight attendants were randomly assigned to a 3-day experimental group, a 9-day experimental group, a 3-day control group and a 9-day control group. Art-of-living and well-being was measured through questionnaires at three times of testing (pre-test, post-test and follow-up two weeks after post-test).

Results: Results show significant positive pre-post differences in both experimental groups for art-of-living and well-being scores. These effects could be sustained over a period of two weeks following the training.

Conclusion: Overall, the study shows that an art-of-living training in the work context can enhance participants' well-being sustainably and can therefore be used in further studies.

Harmony in life and its implication for individual resources

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Background: The human interest in living well keeps moving science, promoting investigation about well-being, happiness, and mental health. Despite the difficulty of establishing a clear definition for each construct, some elements appear familiar among them, one of which is harmony.

Aims: This study aims to validate the Harmony in Life Scale (HILS - Kjell et al., 2016) and understand the relation with others' well-being measures in the Brazilian context.

Method: The sample is composed of 165 Brazilian participants (60% female) aged 19-75 years. A Confirmatory Factor Analysis was conducted to assess the factor structure of HILS, and reliability indices were measured and investigated convergent validity with life satisfaction, emotional, social and psychological well-being, burnout, depression, anxiety and stress.

Results: The scale demonstrated adequate psychometric properties in a one-factorial structure, with all items achieving factor loadings greater than 0.40. Ordinal alpha and omega obtained values superior to .80. Harmony was positively associated with levels of life satisfaction, emotional, social and psychological well-being. As expected, higher levels of harmony were negatively associated with levels of burnout, depression, anxiety, and stress. Furthermore, it was observed that harmony plays a central role, mediating the relationships between life satisfaction and subjective well-being with levels of burnout and depression.

Conclusion: These results demonstrate that the scale can be used in the Brazilian context. Moreover, they indicate that harmony plays a central role in the well-being experienced by individuals, contributing to the individual experiencing stability in their well-being levels.

Health Assets in ADHD: A Mixed Methods Systematic Review and Metasynthesis

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Background: The disease-based paradigm of attention-deficit/hyperactivity disorder (ADHD) has predominated neurodevelopmental science for decades. Despite progress in recognizing ADHD as a form of natural neurodiversity, mental health research largely continues to promote the contrary. From the spontaneous hypertensive rat model to the dopamine transfer deficit theory, scientists have sought to uncover the precise neuropathological underpinnings of ADHD to little avail. Several such theories view ADHD through a lens of particulate-deterministic neurochemicals, brain regions, and neural pathways, decentering the unitary human experience. Nursing science, specifically concerned with the dynamic nature of human health,

contains crucial perspectives missing from the traditional scientific dialogue on ADHD. There is a need to reconceptualize ADHD and incorporate new perspectives from within nursing and beyond Western thought to revolutionize the transdisciplinary understanding of ADHD and neurodiversity.

Aims: This presentation will analyze the concept of ADHD throughout the lifespan by

- exploring its historical, global, and colloquial contexts and development;
- assessing the validity of the prevailing disease-based paradigm; and
- synthesizing extant theoretical models.

Method: This presentation will use the concept analysis approach described by Walker and Avant.

Results and Conclusion: The outcomes of this analysis will advance transdisciplinary science by reconceptualizing ADHD characteristics as one of many forms of natural neurodiversity. Novel frameworks that synthesize existing knowledge and center the human health experience are essential for meaningful scientific progress. Research and practice informed by these theories have the potential to actualize possibilities for flourishing in all people across the spectrum of human neurodiversity.

Health-technology use and well-being: Examining the role of technology use motivation in pursuit of personal health goals

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Background: It is now recognised that various health technologies can effectively help to achieve health goals and, thus, contribute to positive health. However, the subjective experiences of individuals are frequently overlooked. According to self-determination theory, technology use can be driven by both autonomous (e.g., consistency with internal values) and controlled (e.g. meeting other's expectations) regulation.

Aims: The aim of the present study was to investigate factors predicting technology adoption when achieving positive health goals. The quality of motivation for technology adoption and their complex relationship with health goal attainment are also examined.

Method: A questionnaire study was conducted among 473 Hungarian adults (41,6% were health-technology users and 58,4% were non-users). For assessing health goals the Personal Projects Questionnaire was used. Technological attitudes were measured by the Technology Adoption Propensity Questionnaire and technology adoption motivation was measured by the Autonomy and Competence in Technology Adoption Questionnaire. Indices of positive health (satisfaction with life, self-rated health, exercise frequency) were also measured.

Results: Gender (ExpB (df = 1) = 1,75, p ≤ 0,05) and technology optimism (ExpB (df = 1) = 1,31, p ≤ 0,01) positively, while vulnerability (ExpB (df = 1) = 0,84, p ≤ 0,05) negatively predicted technology use when achieving a health goal. In addition, goal dimensions (e.g. progress, self-efficacy) were predicted by autonomous technology adoption motivation, while autonomous technology adoption was positively related to well-being.

Conclusion: Our results suggest that personalised autonomy supportive techniques are needed when introducing a health technology for enhancing better health goal attainment and human flourishing.

Historical trauma in the former communist Czechoslovakia – post-traumatic growth of the first generation and the survivor bias

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Background: Historical trauma can be studied in the Czech Republic by studying Operation Asanace (meaning „cleansing“) victims from the 1970s and 1980s. This operation aimed to expel Charter 77 activists and regime adversaries through systematic abuse. Survivor bias may occur if only existing subjects are studied, neglecting the experiences of those who didn't survive.

Aim: Explore post-traumatic growth and resilience of several individuals facing totalitarian persecution, forced migration, or expulsion, discuss the presence and risks of survivor bias and mention stories of those who didn't cope well.

Method: 18 individuals from the first generation impacted by traumatic events in Operation Asanace. Mixed study approach – research, interviews and focus groups, along with: PTSD Checklist for DSM-5, Impact of Event Scale – Revised, Centrality of Event Scale, Brief Resilience Scale, and Brief-COPE.

Results: The participants shared their stories of resisting authoritarian power. These events still affect them and their relatives through e.g., confused identity and perception of homeland. Social support during resettlement was crucial, and they found some positive aspects of the events including new opportunities, contacts or expanding worldview. Most participants showed post-traumatic growth and resilience. However, through research we also mention several fates of those who couldn't withstand the pressure or died in the process.

Conclusion: Despite systematic persecution, the majority of our participants exhibited resilience, coping, and adaptability throughout their lives, showcasing evidence of post-traumatic growth. However, several stories of those who didn't survive or fared poorly emphasize the risks of one-sided focus on post-traumatic growth.

Holistic mindfulness – theory and practice

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Background: Mindfulness is a Buddhist meditation which was introduced in the West from the 1960s and 1970s, partly through Jon Kabat-Zinn. It has been mostly used in practical ways, in order to improve ego faculties: physical, emotional and cognitive. However, this practice can help enhance consciousness further.

Aims: The aim of this paper is to show that mindfulness, in appropriate contexts, can increase awareness on levels transcending the ego.

Methods and Results: First, reviewing the literature on mindfulness reveals that research and practice of mindfulness mostly focuses on ego-levels. Consequently, higher dimensions explored and experienced through spiritual practices have been largely left aside in academia. These higher dimensions were touched upon by A. Maslow (peak experiences), and S. Grof (transpersonal psychology). They were also mapped out in theosophy as causal, Buddhistic and atmic “bodies”. Each of these subtle “bodies” correspond to higher faculties in human beings, mostly neglected in modern mindfulness research. They can be visualized and experienced through meditation, then potentially assessed, thus bridging the gap between psychology and

spirituality.

Conclusion: A scale measuring altruism (Buddhic “body”) has already been developed (Rushton, et al., 1981). Identifying and assessing various aspects of peak experiences still needs to be refined. After the full operationalization of these elements, evidence could be gathered in order to make this type of consciousness expansion better known, thus contributing to improve positive human connections on subtler and broader levels.

Hope and self-compassion mediate the relationship between mental health literacy and mental health

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Introduction: Research suggests mental health literacy (MHL) is related to increased mental well-being and less psychopathology. Nonetheless, the mechanisms through which MHL is conducive of mental health are not clear. To our knowledge, no study has examined the role of self-compassion and hope in the relationship between MHL and mental health, though some evidence suggests they might relate to both MHL and mental health. Also, studies on MHL and its impact on mental health/illness mainly focus on mental illness literacy, and less on positive MHL. The current cross-sectional study sought to explore whether self-compassion and hope mediate the relationship between MHL and mental health.

Method: Participants from the general population (N=181) adults responded to an online survey assessing: positive mental health literacy (PosMHLit), mental illness literacy (MHLq), mental well-being (MHC-SF), psychopathology (BSI), self-compassion (SCS) and hope (HS). Four models analyzed whether positive mental health literacy and literacy about mental illness predicts mental well-being and mental illness through self-compassion and hope.

Results: In the four models tested, MHL (both positive and negative MHL) is a stronger predictor of mental well-being than of mental illness, and these relationships occur indirectly through self-compassion and hope.

Conclusion: Interventions targeting MHL may benefit from investing in self-compassion training and mental well-being promotion as MHL appears to be more effective predictor of mental well-being.

Hope and sustainable travel choices – A scoping review

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Background: Daily travel is important for quality of life (Ettema, Friman & Olsson, 2018). To achieve sustainable transportation, people need though to change. Hope can be described as the ability to achieve a desired goal by considering one’s agency and the pathways to goal attainment. Highly hopeful people envision a wider range of goals and strategies, and demonstrate greater willpower and energy in moving towards their objectives. Hope has been identified as a driver of change, but less is understood in the context of transportation choices.

Aims: The primary objective (1) was to chart and integrate hope in research on travel behavior, along with environmental and climate research, and research on human well-being. The second objective (2) was to explore operationalizations of hope as a base for a travel-hope scale.

Method: A scoping review was conducted, with the following inclusion criteria: (1) open-access articles, (2) written in English or Swedish, (3) including measurement of hope, and (4) adult participants. A systematic search was conducted in August 2023, and analyzed according to Arksey and O’Malley’s (2005) descriptive analytical framework.

Results: 23 studies were identified revealing none explicitly exploring hope’s role in transportation choices. The articles comprise 15 different hope scales, reflecting domain-specific and cultural differences in how hope is conceptualized (e.g., state/trait), and measured.

Conclusion: This study pinpoints a research gap concerning the direct association between hope and transportation choices, but identifies similarities with concepts applied in travel behaviour research, paving the way for further investigation.

Household Chaos and Child Problem Behaviours: A Cross-Cultural Examination of the Mediating and Moderating Role of Mindful Parenting

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Background: Household chaos has been shown to be adversely associated with children’s behavioural adjustment. However, the mechanism underlying the relationship between household chaos and children’s behaviours is not yet fully understood.

Aims: The current study proposes mindful parenting as an important mediating and moderating factor in the relationship between household chaos and child problem behaviours. This study also examines cultural influences in this process, comparing the UK and Türkiye, considering both mothers’ and children’s perspectives on mindful parenting.

Methods: Cross-sectional questionnaires were administered to mothers and their children aged 11-16 years in the UK (n = 90; 53.3% girl) and Türkiye (n = 154; 54.5% girl) in 2021. Mother reports of the Confusion, Hubbub, and Order Scale and the Strengths and Difficulties Questionnaire as well as mother and child reports of Mindful Parenting Inventories for Parents (MPIP) and Children (MPIC) were used to assess household chaos, child problem behaviours and mindful parenting, respectively.

Results: Multiple-group path analysis revealed that household chaos was a significant indirect predictor of child problem behaviours via mindful parenting in both countries. Furthermore, simple slopes analysis showed that mindful parenting moderated the link between household chaos and child problem behaviours in the UK.

Conclusions: Overall, our study sheds light on the importance of micro- and macro-environmental factors and their interactions in children’s adjustment.

How a Course on Wellbeing and Flourishing Skills Changes Lives

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¹Stellenbosch University

An intervention- and evidence-based curriculum to optimize student well-being was designed. It is delivered annually online to university students. i-FlourishWell4Life aims to simultaneously advance wellbeing and develop malleable factors linked to academic performance. A pretest-posttest design was performed to measure the impact of the program.

i-FlourishWell4Life's curriculum, its potential for universities and the appropriateness of online interventions have strong literature support: Adler (2016) proved that wellbeing can be taught on a large scale and can improve academic achievement; Rashid and Loudon (2019) found that flourishing university students were twice as likely to graduate within five years compared to struggling students and that a wellbeing intervention is effective in increasing student engagement and flourishing; and Sergeant and Mongrain (2014) found that online positive psychological interventions are feasible with sustainable effects. This impact study focused on the following questions: Can wellbeing skills be taught online to university students? Are predictors of performance indeed malleable? Is i-FlourishWell4Life more beneficial to specific groups? How are students changed by the program?

Participants completed various measures of wellbeing, flourishing and mindsets as part of their onboarding program. The process was repeated when i-FlourishWell4Life ended. Testimonials were also collected.

Paired two samples for means t-tests yielded statistically significant increases on most measures ($p < 0.05$) for most groups studied. First-generation students and those from lower socio-economic groups benefited slightly more in general. Many students described i-FlourishWell4Life as "life changing".

Because of its scalability and potential impact on throughput rates, it is recommended that i-FlourishWell4Life's future reach be expanded.

How a Wise Belonging Intervention Impacts First Generation Students Differently

Du Plessis Alten ¹
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A promising way to mitigate inequality during the first year of university is by addressing students' worries about belonging. Results from a large randomized controlled experiment (Walton et al., 2023) showed that an online social-belonging intervention increased the rate at which students completed their first year as full-time students. This was especially true for groups that had historically progressed at lower rates. Walton and Crum (2021) similarly report the results of various large-scale implementations of wise belonging interventions that successfully improved university performance and closed historic achievement gaps.

The Engineering Faculty at our university experimented with an integrated and scalable online belonging intervention during 2023 in the curriculum of mainstream first-year students. The intervention is based on the difference-education approach (Townsend et al., 2018) and was previously only tried out locally with academically weaker students. Participants had the opportunity to voluntarily watch videos of senior students from diverse social class backgrounds. Students in the videos share how they overcame obstacles and successfully navigated the transition from high school to university. Participants then completed a writing reflection activity and responded to a survey about their experience and the potential impact of the intervention. 357 students completed the intervention.

Initial results indicate that all participants felt a sense of belonging and had positive experiences, that first generation students experienced statistical significantly more positive emotions ($p < 0.05$) than the rest of the cohort, and that participants did significantly better academically than non-participants ($p < 0.05$).

Consequently, our university included the intervention in the 2024 newcomer program.

How Can Positive Psychology be Used to Support Educational Leaders in Developing Increasingly Sustainable Positive Climates which Foster and Maintain Teacher Wellbeing in Their Schools?

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¹ARU

The education sector is facing a wellbeing crisis with declining levels of teacher wellbeing leading to unsustainable levels of attrition (Deloitte, 2022). As such, it is becoming increasingly important to consider ways in which the sector can create sustainable organisational climates which foster and maintain high levels of teacher wellbeing. Evidence increasingly points to a relationship between school leadership and teacher wellbeing (McCallum, 2021, Rehal & Nieuweburgh, 2022, Roncesvalles & Gaerlan, 2020, Buskila & Chen-Levi, 2021). This report examines how positive psychology could provide a toolkit for educational leaders, supporting them to develop climates which foster and sustain staff wellbeing in their schools. It presents a blended training - coaching programme for use with senior and middle leadership teams, using theory and evidence from the realms of strengths development, emotion and energy management and collaborative problem solving. Users will be introduced to the science of workplace wellbeing and positive organisational scholarship and will have the opportunity to reflect on how empirically validated tools may be implemented to influence the way they work with their teams, creating conditions which enable the emergence of flourishing educators. The training component of the programme is supported by the provision of goal-focussed coaching for a more resonant holistic approach. It is suggested that knowledge of wellbeing drivers should be a core competency demonstrated by candidates looking to move to middle or senior leadership roles and that a formal 'Positive Institution' accreditation certificate could be developed in the future, enabling schools to spotlight their commitment to this work.

How Subordinates' Moqi with Supervisors Wave Influences on Their Work Behaviors: The Role of Role Breadth Self-Efficacy

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The concept of subordinates' moqi (pronounced "mo-chee") with supervisors describes a state of unspoken or tacit understanding between supervisors and subordinates from the subordinate-centric view (Zheng, Li, Harris, & Liao, 2019). Subordinates' moqi with supervisors can help them to easily understand supervisors' nonverbal cues and extract meaning to enhance communication efficiency. Prior research on subordinates' moqi with supervisors has recognized that it can evoke positive employee outcomes. However, it is less clear how subordinates' moqi with supervisors affects their work behaviors. Drawing upon

social cognitive theory (Bandura, 1986), we argue that subordinates' role breadth self-efficacy (RBSE; i.e., individuals' belief in their ability to extend beyond core duties) can be a key cognitive mechanism that links subordinates' moqi with supervisors to their work behaviors. Survey data were collected from multiple sources, comprising 228 supervisor-subordinate dyads in various industries in Taiwan. Mplus software was performed to examine our proposed model. Results showed that (1) subordinates' moqi with supervisors was positively related to subordinates' role breadth self-efficacy; (2) subordinates' role breadth self-efficacy was positively related to their work behaviors (including organizational citizenship behavior towards the supervisor, task proactivity, and job performance); (3) role breadth self-efficacy mediated the relationship between subordinates' moqi with supervisors and their work behaviors. Accordingly, this research can fill the gap of the moqi literature and provide theoretical and managerial implications.

How teacher well-being matters: A systematic review of potential outcomes

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Teacher wellbeing is an increasingly prominent subject of research, reflecting the growing awareness of the importance of educators' psychological and emotional health. Over recent years, there has been a notable surge in publications addressing this topic. While several systematic research reviews have aimed to consolidate and structure this growing body of research, none have focused explicitly on the potential outcomes of teacher wellbeing.

In line with the guidelines outlined in the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA), a comprehensive review was conducted to identify and assess studies that explore potential outcomes of teacher wellbeing. A meticulous keyword search yielded a substantial dataset of 397 records. Following the screening process, 44 research studies were deemed suitable for inclusion, collectively encompassing data from more than 76,990 teachers. The review thoroughly analysed these studies, scrutinizing their underlying concepts, research methodologies, and findings.

The results of this review underscore the significant association between teacher wellbeing and various factors relevant to teachers and students. These include teachers' sleep quality, retention rates, teacher-student relationship, and student outcomes. However, it is noteworthy that only a limited subset of the studies examined employed methodologies that enable causal interpretations of these effects. In light of these insights, the presentation will offer three key recommendations to guide future research in this field.

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Unsal Shiny B.¹

¹ Academy of Neuro-Shine Technology Inc,

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How to live well with a myocardial infarction? Preliminary results of a mixed method case study of a compassion-based positive psychology intervention

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Background: About one in five cardiovascular disease (CVD) patients experience mental health issues. Self-compassion and aspects of positive functioning are associated with better mental health in CVD patients.

Aims: The current study aims to get an in-depth understanding of a compassion-based positive psychology group intervention from the perspective of one CVD patient.

Method: A mixed methods case study was conducted, including (1) in-depth interviews pre- and post-intervention, (2) full-length questionnaires at pre- and post-intervention, and two months follow-up, (3) weekly brief questionnaires from six weeks pre- to six weeks post-intervention, and (4) treatment diaries maintained by the psychologists who guided the intervention. Reliable change index was employed to identify reliable changes in mental well-being, ability to adapt, anxiety, depression, and positive skills. Interpretative phenomenological analysis was used to analyse the interviews and the diaries.

Results: A reliable increase in the ability to adapt and self-reassurance, and a reliable decrease in depressive symptoms were found from pre-intervention to follow-up. The pre-interview showed: the sense of not being taken seriously by health care workers, struggles to accept persistent physical limitations, and ambivalence about psychological support. Analyses of the post-interview showed that the participant has become more self-compassionate, but still struggled with her current physical limitations.

Conclusion: This study highlights the unique contribution mixed method case studies can make to the evidence of innovative interventions. The design allows to assess and understand the impact of an intervention in the context of the dynamics of the daily life of participants living with a CVD.

Humanizing Career: How Personal Grief-Inducing Events Affect Work Identity

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Building on an inductive, qualitative study of employees who experienced grief-inducing events such as the termination of a significant relationship as the result of bereavement or the breakup of a strong, committed partnership, this paper explores how and with what consequences such events affect identity and work identity in particular. Using the results of 58 in-depth interviews, I develop a conceptual model of the impact of personal, grief-inducing events on work identity. I find that these events prompt identity humanizing that can take two paths: toward self (in both work and life domains) and toward others (in both work and life domains). Such processes were induced by affective, cognitive, and relational triggers generated by grief-inducing events. In turn, identity humanizing leads to the reallocation of work-life balance resources, career path change, or job crafting behavior. This paper advances theorizing on identity, the meaning of work, and the work-life interface.

Hummingbird Primary: a mixed-methods study on the development and efficacy of a pilot six-week Positive Psychology programme to boost Well-being.

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Background: The potential for positive psychology interventions (PPIs) to alleviate the mental health issues experienced by young children in the UK has yet to be fully researched

Aims: This study aimed to address the lack of evidence-based studies exploring the preventative effect of PPIs by evaluating the implementation of a pilot PPI for UK primary school children. Hummingbird Primary, a bespoke six-week intervention, was designed to increase well-being amongst primary school pupils by utilising multiple positive psychology principles.

Method: The pilot used a mixed-methods study and aimed to: (1) assess if the intervention had an impact on the well-being of the participants, and (2) understand how the participants and staff in the schools perceived the intervention. Participants from two schools initially completed the Stirling Children's Wellbeing Scale (SCWBS) pre and post intervention and qualitative data was gathered via focus groups and written feedback from participants and staff.

Results: The results of the pilot study provided empirical support for the application of positive psychology programmes in primary schools. Participants and staff found the programme enjoyable and found that the interventions were particularly useful for building relationships, optimism and expressing positive emotions.

Conclusion: Despite highlighting the complexity of measuring well-being in children, the study provides support for further research using a large- scale randomised and controlled longitudinal programme across the UK. To date, the project has currently been delivered to around 1,023 children and a further 1000 are expected to carry out the project by the end of 2024

Humor as a Resource: A detailed Exploration of the Associations between the Subdimensions of Resilience, Humor Styles, and Self-Assessment of Humor

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Background: Prior research explored the connection between resilience and humor (Ruch & McGhee, 2014), but few studies delved into the nuances of this relationship, particularly regarding humor styles (Kuiper, 2012; Yaprak et al., 2018) and self-assessed humor.

Aims: Aiming to close this gap, we investigated the associations between the subfacets of resilience (personal competence, acceptance of self and life; Wagnild & Young, 1993), humor styles (Martin et al., 2003), comic styles (Ruch et al., 2018), and the self-assessment of humor (SAH).

Method: We conducted two studies (N1=408; N2=1,072) using the Resilience Scale (RS-25; Schumacher et al., 2005), the Humor Styles Questionnaire (HSQ; Ruch & Heintz, 2016), and a 1-item SAH measure ("How funny do you find yourself?"). In Study 2, we additionally assessed the Comic Styles Markers (CSM; Ruch et al., 2018).

Results: Both studies show that resilience and its sub-dimensions correlate positively with positive humor styles (self-enhancing, affiliative) as well as SAH and negatively with negative humor styles (aggressive, self-defeating), except for aggressive humor and acceptance of self and life (Study 1), and personal competence respectively (Study 2). Results regarding the CSM (Study 2) complement Study 1: humor, fun and wit correlate positively with resilience and its sub-dimensions, whereas cynicism correlates negatively with personal competence. Weak positive associations were found between satire/nonsense/irony and resilience. Sarcasm was not related to resilience.

Conclusion: This research suggests that increased use of positive humor and a positive SAH are associated with a stronger expression of resilience.

Identifying pathways where pro-environmental behavior affects residents' subjective well-being through nature connectedness and place attachment by exploratory factor analysis: empirical study in two Japanese cities

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Background: Recent research has emphasized nature connectedness and place attachment in examining the subjective well-being (SWB) of local communities, recognizing their positive impact (Takao et al. 2023). Communities with strong ties to nature and heightened place attachment not only actively engage in local events but also report elevated SWB (e.g., White et al. 2017). Such communities are more likely to participate in pro-environmental behavior (PEB), including composting and plastic waste reduction. Despite these insights, understanding how residents' PEB influences their SWB is in its early stages.

Aims: This research aims to uncover pathways through which PEB influences the SWB of local community residents, focusing on the perspectives of nature connectedness and place attachment.

Methods: Employing exploratory factor analysis, the authors investigated factors and pathways promoting PEB and enhancing SWB through nature connectedness and place attachment. Conducted in Kamakura and Sagami City, representative of medium-sized Japanese cities, the study used a sequence of methods including focus group interviews, participatory workshops and surveys to discern pathways from PEBs to SWB.

Results: Place attachment directly influenced short- and long-term SWB, with nature connectedness as a mediating factor. Place attachment correlated with altruistic motivations encourage PEB participation, fostering positive affect and enhanced connectedness among residents. Additionally, the research identified pathways where frequent contact with nature positively influenced SWB through heightened engagement in PEBs activities in natural settings.

Conclusion: The authors reveal interconnected pathways involving place attachment, altruistic motivations, and nature connectedness shaping the pathways between PEB and SWB in local community residents.

Impact of Coaching Leadership Training on Employee Engagement and Psychological Capital

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In contemporary work organizations, the integration of coaching leadership, beyond its conventional application in managerial support, is gaining prominence. Although coaching research is evolving rapidly, systematic investigations into the effects of coaching leadership training on employee outcomes led by such leaders are still limited.

This study aims to examine the impact of a comprehensive coaching leadership training program on employees' workplace engagement and psychological capital.

We designed a 40-hour coaching leadership training program, encompassing workshops, individual coaching sessions, and group supervision. A sequential study was conducted comparing self-reported workplace engagement and psychological capital among three distinct employee groups: (1) those led by managers who completed the coaching leadership training, (2) those with managers currently undergoing the training, and (3) those led by managers neither trained nor involved in coaching leadership.

Our findings indicate a positive effect of the coaching leadership training. Employees in group 1 demonstrated the highest scores in work engagement scales, suggesting enhanced engagement due to the training. Interestingly, employees in group 2 exhibited the highest scores in psychological capital scales, reflecting immediate benefits during the training phase. Conversely, employees in group 3 scored lower in both measures, highlighting the potential drawbacks of the absence of coaching leadership.

The study concludes that coaching leadership training substantially contributes to enhancing employee engagement and empowerment. These improvements are indicative of potential wide-ranging organizational benefits, underscoring the value of integrating coaching leadership in managerial practices.

Impact of Happiness-Centric Training on Semiconductor Career Preparedness

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¹ Bloom Company

SK Hynix, the world's second-largest memory chipmaker, is spearheading a semiconductor employment support initiative to foster the domestic semiconductor ecosystem. Through a comprehensive 1 to 2-month program, job seekers receive vocational training and gain internship opportunities with semiconductor-related companies. Notably, Bloom Company supplements this with a 5-day positive psychology-based mind training to provide psychological support and enhance trainee retention. Since its inception in 2018, the program has engaged 2,306 individuals, assessing their happiness levels at the beginning, midpoint, and conclusion to validate intervention effectiveness.

The 5-day curriculum involves self-reflection, strengths exploration, attitudes for organizational living, understanding relationship

importance, and positive emotion-based education for cultivating gratitude and savoring habits. Happiness levels are measured using the Concise Measure of Subjective Well-Being and Subjective Happiness Scale across four domains: happiness level, satisfaction, positive affect, and negative affect.

Participant numbers vary across measurements due to employment-related dropouts. Notably, the first round recorded subjective

happiness at 4.83, satisfaction at 5.19, negative affect at 3.51, and positive affect at 5.00 on a 7-point scale. Subsequent measurements indicated positive trends, with increased subjective happiness, satisfaction, and positive affect, and decreased negative affect.

High participant and facilitator satisfaction suggests the efficacy of positive psychology-based mind training in contributing tangibly to

happiness enhancement. Consistent results between short-term and post-program measurements affirm the enduring impact of the educational intervention, although challenges in uniform curriculum application limit broader comparative analysis.

Impact of Urban Nature on Cognition, Attention, and Executive FunctioningKaleta Branislav ¹, Campbell Stephen ¹, Burke Jolanta ¹, O'Keeffe Jimmy ²¹ Royal College of Surgeons in Ireland,² Dublin City University

Background: Urban natural environments, such as urban forests or parks, can have a multitude of positive effects on a person's cognition, attention, or executive functioning. However, few neuroscientific studies explore these effects in an outdoor environment due to the difficulties of conducting such research outdoors.

Aims: The current study aimed to explore the differences in brain waves in participants walking through an urban natural environment and an urban built environment in their neighbourhood. We hypothesised that a walk through an urban natural environment would show more brain wave indicators of improved cognition, attention, and executive functioning, than a walk through an urban built environment.

Method: In a within-subjects design, 40 participants from Ballymun, Dublin, took a walk through an urban natural environment and an urban built environment in their neighbourhood. Throughout the walk, the participants were equipped with the EMOTIV Flex 2.0 Gel 32-channel EEG cap, which recorded their brain waves.

Results: The study found that brain wave recordings from the urban nature environment walk showed significantly more indicators of improved cognition, attention, and executive functioning when compared with a walk through an urban built environment.

Conclusion: The findings from this study contribute towards the mounting evidence suggesting that the beneficial effects of urban natural environments are complex and impact multiple aspects of a person's cognition. The evidence should be taken into consideration in urban planning in terms of improving the quantity and quality of urban natural environments for peoples' health and well-being.

Incorporating Positive Psychology into Pediatric Chronic Pain InterventionsHarbeck-Weber Cynthia ¹, Sim Leslie ¹, Weiss Karen ¹, Campagna Allegra ¹¹ Mayo Clinic

Introduction: Chronic pain is a highly prevalent and disabling condition in children and adolescents. Historically, interventions for pediatric chronic pain have focused on reducing maladaptive thoughts and behaviors around pain. Limited research exists on the benefit of incorporating positive psychology into chronic pain treatment programs. The aims for this study were to describe the process of incorporating interventions focused on positive psychology concepts into an intensive interdisciplinary pain treatment program (IIPT), as well as examine the feasibility and acceptability of teaching and reinforcing the practice of these concepts.

Methods: Several positive psychology concepts including resilience, gratitude, self-compassion, and mindfulness were integrated into an IIPT, taught in a group-based format, and reinforced by staff as needed. Providers in the IIPT completed ratings of the importance of and their own confidence in reinforcing the participants' practice of each concept, using a 5-point rating scale.

Results: All strategies were rated as highly relevant for this population of youth with high-impact chronic pain (M=4.8). Although providers had a moderate to high level of comfort in reinforcing positive psychology concepts with patients (M=3.98), they also voiced a strong desire for additional training in these concepts (M=4.45). Finally, providers noticed their patients frequently practicing positive psychology during their participation in the program (M=3.74).

Conclusions: Providers in an IIPT for youth with high-impact chronic pain perceive that positive psychology concepts are highly relevant in this population, and incorporation into an existing pediatric chronic pain program is feasible.

Increasing Student Wellbeing through Play in Campus Spaces: A Proposal for a Design School in SingaporeToh Grace, Seow Wei ¹¹ Anglia Ruskin University

Play's potential to enhance psychological well-being is well-established; nonetheless, the escalating worldwide prevalence of mental health problems among young adults is an imperative concern. Existing studies on play predominantly focus on young children, adults, and the elderly, overlooking the vulnerable demographic of young adults. This thesis addresses this gap by developing an innovative artefact focused on exploring play's capacity to augment positive emotions and foster social connections among young adults, aged 17 to 22, in a design school in Singapore. The "Playful Kit" is designed as a physical positive psychology intervention (PPI) on campus space, inviting voluntary engagement, and nurturing playful experiences with the overarching aim of increasing emotional and social well-being, ultimately benefiting the school community. To assess the effectiveness of this undertaking, the PANAS-SF survey will be administered as both pre- and post-engagement evaluations. The goal is to demonstrate a tangible increase in positive emotions and reductions in negative emotions, substantiating improvements in overall well-being. By enabling the proficient expression of positive emotions and adeptly addressing negative feelings, this approach equips young adults to navigate life's challenges. Moreover, this effort endeavours to create the groundwork for sustained social and emotional well-being, thus facilitating a state of flourishing among this age group. In summary, this thesis not only advances our understanding of the role of play in enhancing well-being among young adults but also possesses versatility, which enables potential implementation in diverse contexts beyond academic settings, ultimately serving as a valuable resource for promoting positive psychological outcomes at large.

Individual differences on wellbeing indices during the COVID-19 quarantine in Greece: A national studyPezirkianidis Christos ^{1,2}, Parpoula Christina ³, Moraitou Despoina ⁴¹ Lab of Positive Psychology, Panteion University of Social and Political Sciences,² Hellenic Association of Positive Psychology,³ Panteion University of Social and Political Sciences,⁴ Department of Psychology, Aristotle University of Thessaloniki

Background: The impact of COVID-19 and the associated lockdown measures on people's physical and mental wellbeing has been extensively studied. This study investigates the consequences of COVID-19 on a national scale, considering sociodemographic factors. **Aims:** The main objective is to examine how age, gender, and marital status influence the overall impact of COVID-19 and wellbeing indicators during the second lockdown period that was implemented in response to the COVID-19 pandemic in Greece.

Methods: The study involved a national sample of 16,906 Greek adult individuals (Mage = 37, SD = 15.75), who completed the Greek versions of the Personal Wellbeing Scale, the Meaning in Life Questionnaire, the Positive Relationships Questionnaire, as well as the Depression, Anxiety, Stress Scales-21. Additionally, to gauge the levels of the perceived COVID-19-related impact, a valid and reliable scale was developed.

Results: The results reveal that a higher COVID-19 consequences are positively associated with psychological symptoms and the search for meaning in life, while negatively correlated with personal wellbeing and meaning in life. Also, the findings indicate that unmarried individuals, young adults, and females report higher levels of psychological symptoms, a greater search for meaning in life, and a heightened perception of COVID-19-related impact.

Conclusion: This study made a valuable addition to the body of research by shedding light on the individual differences on wellbeing indicators during a seven-month lockdown in Greece. These findings serve as a valuable guide for policymakers and mental health experts to better support women, young adults, and unmarried individuals during future adversities.

Indonesian Muslim Sufi perspective of well-being: A Qualitative Study

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The decolonising methodology perspective criticises the fact that people in different cultures, including Sufis, were universally conceptualised as similar and ignored the variations in their well-being themes, which are entirely culturally and ecologically created. In fact, Sufism's teaching offers a unique perspective on well-being. However, there is limited empirical evidence and scientific processes for examining well-being factors in the Indonesian Muslim Sufi context. To address this gap, the present investigation investigated the perception of well-being of Indonesian Muslim Sufis using a qualitative thematic analysis approach. Fourteen Indonesian Muslim Sufi who meet various requirements participated in in-depth and semi-structured interviews that focused on their understanding and experience of well-being. The analysis revealed a number of key themes: fulfilment of basic need; social relationships with family, spiritual teacher (al- mursyid), and Sufi congregation; and the positive world view of sense of purpose and meaning, submission, empathy, compassion, gratitude, self-acceptance, sense of inner peace, altruism; positive afterlife view; and spirituality as main aspects of well-being. This finding not only provided several distinct themes pertaining to the Sufi domain that are not reported in well-being studies, but also the unveiling of these themes is exclusive to the Indonesian Muslim context. This study improves the existing body of knowledge on Sufi well-being within the Indonesian context and can be used for data-driven policy decision making, improved health outcomes, empowerment and social and political equality for Sufi groups as marginalised populations.

Influence of character strengths and virtues on adolescents' grades

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The personality of children and adolescents can influence their interests, motivation, and grades. The relationship between adolescents' character strengths and virtues and their grades is less well examined. In the present study, we investigate which virtue influences students' math, language, and sports grades. For this purpose, 337 participants between 10 and 21 years (M = 14.92, SD = 2.28, 130 men, 185 women, 2 divers) filled out the character strengths questionnaire and reported their math, language, and sports grades. The math grade was predicted by courage (beta = .37, p < .001), transcendence (beta = -.21, p = .004), and temperance (beta = .14, p = .015). All six virtues explained 12.3% of the variance of the math grade, F(6, 327) = 7.63, p < .001, R = .35. Furthermore, courage (beta = .29, p < .001), transcendence (beta = -.28, p < .001), and justice (beta = .17, p = .028) predicted the grade in language (12.8% explained variance, F(6, 327) = 7.97, p < .001, R = .36). For the sports grade, all six virtues explained 6.4% of the variance, F(6, 318) = 3.61, p = .002, R = .25. The only significant predictor was courage (beta = .32, p < .001). To conclude, adolescents' character strengths and virtues seem to have an important influence on their school grades. Interventions could be considered to develop children's and adolescents' character strengths so that school grades could be improved.

Influence of mental strength on prosocial behavior among flood relief volunteers in the Ahr Valley – A quantitative study.

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Background: In the face of increasing climate-related disasters, collective coping mechanisms, such as the prosocial behavior exhibited by flood relief volunteers in the aftermath of the 2021 Ahr Valley flood, are gaining significance. Governmental crisis management alone is insufficient for ensuring effective recovery post-environmental catastrophes. Mental resources and gender differences enabling voluntary helpers to engage in prosocial behavior within the context of climate crises are unexplored.

Aims: This study aimed to illuminate the cognitive, motivational, and emotional resources of flood relief volunteers in the Ahr Valley. Braun et al.'s (2017) model of positive self-management served as the foundational framework for the construct of mental strength, consisting of optimism, self-efficacy, resilience, self-confidence, emotion regulation, and hope.

Method: In a standardized online survey, 231 flood relief volunteers were questioned about their mental strength and prosocial behavior. Of the respondents, 165 were female, 66 were male. Only 18 participants were personally affected by the flood.

Results: Correlation analysis showed significant relationships between the facets of mental strength and prosocial behavior, except for emotion regulation. Multiple linear regression examined the influence of individual facets of mental strength on prosocial behavior, revealing that only the predictor of resilience exhibited significant effects. Gender differences analysis using t-tests indicated a significant difference in the manifestation of prosocial behavior between men and women (MMen = 3.88, MWomen = 4.05), but no significant differences in mental strength.

Conclusion: The results offer a foundation for further research and implications in crisis management to sustainably empower disaster response and voluntary helpers.

Initiating Personality Development Processes in Elementary School – What are Effective Exercises? Criteria, Attitudes, and Implementation Examples

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Background: Elementary school serves as the foundation of our educational system, shaping the learning biographies of our children and guiding crucial phases in their personality development. It becomes increasingly important to introduce positive psychology initiatives at this stage, empowering children not only with academic content but also through exercises promoting self-regulation, self-reflection and identity development. However, how can effective work be done with the little ones?

Aims & Method: This presentation introduces suitable criteria for developing effective exercises in elementary school, aiming to empower teachers to

exercise? Is it possible for students to freely share information about themselves? Are the contents structured in a way that allows for stable examination? Can new insights be derived from this foundation? In addition to exploring criteria for development, the presentation equally addresses the success conditions crucial for implementing these units. The focus is on the attitudes of the teacher, who can constructively guide students in personal processes. The starting point in developing instructional units is examined in the final step, which can be both a process-oriented goal, such as the development and reflection of one's strengths, or a project.

Results & Conclusion: To initiate personality development processes and achieve a lasting impact, exercises must meet specific criteria, and teachers must accompany the processes with constructive attitudes. Only then can a sustainable effect on the well-being of students be achieved.

Innovations in play therapy: The influence of positive psychology

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Background: Play therapy serves as a way for individuals to communicate their thoughts and feelings through meaningful interactions. Landreth (2001) addresses innovations in play therapy in a first-edition book, which includes diagnostic considerations for physical abuse, sexual abuse, and emotional maladjustment in children. Pathological findings in play notwithstanding, another dimension of wellness emerges from play that is adaptable and functional and highlights positive traits. This interplay with the dimensions of health informs case conceptualizations to include hope and optimism. Positive psychology has shaped the way practitioners deliver services. *Aims:* 1. Participants will be able to describe how positive psychology has impacted the fundamentals of play therapy. 2. Participants will be able to summarize the function of play therapy in the helping process. 3. Participants will be able to apply three positive psychology-informed play therapy techniques to help others.

Method: A review of the literature and presenter case studies will reveal how positive psychology has helped to shape play therapy.

Results: Empirical influences of positive psychology have impacted play therapy service delivery. Strengths-based approaches, the promotion of positive emotions, mindfulness, character strengths, and optimism are now emphasized in play due to the positive psychology movement.

Conclusion: This presentation will share clinical case examples from play therapy and delineate how positive psychology informs

Integration of Positive Psychology into therapy of palliative patients

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In palliative care, Positive Psychology has gained a lot of recognition as a potential and effective way to improve the quality of life of patients. Positive Psychology is embracing the goal to nurture optimism, appreciation and post-traumatic growth for individuals. By focusing on positive emotions and acknowledging the diverse spectrum of emotions reactions, this approach questions the conventional emphasis of psychological theory on pain and illness and instead, provides an individualized and comprehensive strategy to enhance human well-being and to promote a sense of fulfillment and purpose throughout that difficult stage of life.

By highlighting the incorporation of positive psychology into palliative care, the objective is to promote consciousness about the importance of mental health in the context of dying and to investigate and evaluate the possible advantages associated with Positive Psychology regarding psychological distress, physical issues and spiritual questions.

Based on foundational theories and evidence from basic research, the method is designed to combine characteristics that involve resilience-building techniques, gratitude exercises and meaning-centered therapies.

The findings will contribute to reduce the symptoms of fear and hopelessness and validate the beneficial effects on mental health and well-being.

Finally, the use of positive psychology to palliative care therapy is a chance to create practical strategies and useful techniques for handling the psychosocial and existential factors affecting the way patients are treated when they approach the final stages of their life. This integration of Positive Psychology principles into palliative therapy is necessary for ensuring compassionate and efficient care for patients.

International wellbeing cultivation practices during a global pandemic – experiences of English school leaders

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School leaders' mental health and well-being have significant educational consequences and social impact on students, staff and local communities. Using a qualitative research approach, this research investigated the well-being practices deliberately employed by primary and secondary school leaders in England when faced the unprecedented challenges during the COVID-19 pandemic. Using qualitative content analysis, the findings show that school leaders made intentional effort to maintain their well-being through three main practices: cultivating multi-faceted support networks, prioritising self-care practices and developing self-regulation skills. Within these main practices, the following subcategories were mentioned most frequently, including positive mindsets, collegial and independent support networks, and a personal care plan because they provided different psychological and practical needs which were necessary for school leaders' well-being as well as work functioning facing the pandemic. This study shows school leader had to make intentional wellbeing cultivation practices which can be relational and

beyond personal responsibilities. This study provides valuable insights into school leader well-being initiatives and professional development for policymakers interested in fostering school leader mental health and wellbeing in the post-COVID-19 era.

Interprofessional Team Collaboration and Job Satisfaction: The Moderating Role of Organizational Tenure in Health Professionals

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Background: Existing literature has recurrently highlighted a positive association between health professionals' perception of collaborative relationships within interprofessional teams and their job satisfaction. Yet, there is a limited understanding of how this association varies at different lengths of organizational tenure.

Aim - In this study the association between perceived interprofessional team collaboration (ITC) and job satisfaction was explored among health professionals, specifically examining how this relationship varies according to organizational tenure extension.

Method: The cross-sectional survey study involved 251 workers of a geriatric institution in Italy (76% female; 45% aged 50-60 and 22% aged 40-50; 33% healthcare assistants and 22% nurses; average organizational tenure 17 years, range 0-40 years). Participants completed the Job Satisfaction of Health Professionals scale and the Assessment of Interprofessional Team Collaboration Scale-II. Through stepwise regression, the moderating role of organizational tenure in the relationship between perceived ITC and job satisfaction was explored.

Results: Results confirmed the positive association between ITC and job satisfaction. As a novel finding, the role of organizational tenure in contributing to the strength of the association was identified. Specifically, the correlation appeared stronger for newcomers to the organization and weaker among workers with more extended organizational tenure.

Conclusion: These findings emphasize the importance of fostering and maintaining ITC to support health professionals' job satisfaction. In particular, the lower association strength between ITC and job satisfaction among workers with longer organizational tenure underscores the need for tailored interventions to sustain and optimize ITC, offering actionable guidance for organizational policies and practices.

Introducing the Humanistic Theory of Wellbeing: A Peak into the Future of Happiness Research?

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The Humanistic theory of wellbeing (HTW) offers a new approach to the study of wellbeing. Its premise is that all living organisms are equipped with a biological valuation mechanism enabling them to care about how they are faring in life. Humans, and many other species, are also disposed to care about how others are faring. The theory proposes that this basic valuation mechanism constitutes the biological cornerstone of wellbeing and thus provides a solid ground for the scientific study of the good life. The HTW further suggests that a life is good to the extent that it allows us to perform our humanness well. This slogan can more formally be defined as to LIKE ONE'S LIFE FOR THE RIGHT REASONS. In this scheme, a life is liked if it feels good and is thought of as good by the person who lives it. Liking is further conceived to be an integrated part of the regulation of three human needs: the need for stability, the need for change, and the need to and fore care. The right reasons to like one's life are identified with reference to three humanistic values. First, respecting basic human rights. Second, accepting an ethics of care. Third, avoid preventable harm. These values are explicit background assumptions for the theory and contribute together with empirical data to a new idea of what it means for a human being to be well. Implications of the new theory will be discussed.

Investigating How and When Coaching Leadership Boosts Creativity

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Although coaching leadership has an inherent advantage in predicting employee positive outcomes, there is still little known about how and when coaching leadership can evoke employees' creativity. Based on the job-crafting perspective (this theory suggests that employees do not simply passively accept their jobs but can be proactive and strive to assert themselves in the workplace), we propose a cross-level moderated mediation model that links daily coaching leadership to employees' daily creativity. Specifically, we argue that coaching leaders encourage and motivate employees to proactively craft their tasks (task crafting focuses on altering task boundaries, such as the number, scope, and sequencing of work tasks), which in turn can trigger employees' creativity on a daily basis. We also examine the employees' proactive personality as a between-person-level moderator of this within-person-level process. Survey data was recruited from a sample of 102 employees (928 daily observations) across 10 consecutive working days from various industries in Taiwan and was collected by using time-lagged experience sampling methodology. In addition, the hypotheses were examined by using hierarchical linear model and Monte Carlo *Method:* Our results reveal that daily coaching leadership triggers employees' daily creativity by encouraging daily task crafting. Furthermore, we find that proactive personality serves as a first-stage moderator, such that the within-person mediated relationship is stronger when proactive personality is high as opposed to low. Accordingly, our research makes essential theoretical and practical contributions to the coaching leadership literature.

Investigating the association between daily physical activity and daily happiness: an ecological momentary assessment study of people with and without type 2 diabetes

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Background: While general associations between physical activity level and happiness have been reported, little research has investigated these associations at the daily, within-person level. This gap is especially notable among individuals with type 2 diabetes (T2D), where exercise is often recommended as part of a diabetes self-care routine.

Aims: To examine whether level of exercise performed throughout the day impacts end-of-day happiness ratings, and to compare whether the effect is stronger among people with T2D.

Method: Over two months, N = 82 participants (56% female) aged 18-72 years completed smartphone-based ecological mo-

mentary assessments. They recorded daily physical activity levels (none, < 15 minutes, 16-29 minutes, 30-44 minutes, 45-59 minutes, 1-2 hours, or > 2 hours of moderate to vigorous activity) and evening happiness levels (1-10 scale), providing a total of 4,260 measurement points. Participants consisted of people with (n = 38; 46%) and people without T2D (n = 44; 54%). Multilevel models tested within-person associations between daily exercise and happiness ratings and whether diabetes status moderated these associations.

Results: Significant positive associations were found between level of daily exercise and end-of-day happiness across all participants (b = .24, p = .013; reflecting the average change in happiness for a one-unit increase in physical activity). However, diabetes status did not moderate this association (b = -.23, p = .49).

Conclusion: Level of exercise performed throughout the day positively predicted ratings of happiness at the end of those days, in people with and without T2D.

Investing in mental health, fostering sustainable peace

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Whenever disaster strikes, be it natural disaster or armed conflict, mental distress can be one of the many consequences affecting survivors. WHO estimates that on average 20 percent of people who have experienced armed conflict in the past 10 years suffer from a mental health disorder. In some countries, prevalence of anxiety, depression and post-traumatic stress disorder is much higher, sometimes up to 80 percent. Not only does this mean suffering at the individual level, it can also have serious impacts on communities and overall human development. Traumatized individuals are more prone to aggression, meaning that they are more likely to initiate or escalate conflict, be it within families, their communities or towards strangers. All of this jeopardizes human security and can create vicious cycles of violence. Moreover, mental distress diminishes people's opportunities in life, as for example the possibility to become educated, stay healthy, and earn a good income. This makes mental health relevant at the systemic level, for example when assessing and fostering human development around the world, or planning and establishing peace building/ keeping missions.

Is Positive Psychology Really Positive? Crisis of Reductionism and Free Will Behind Positive Psychology

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Positive psychology is currently one of the most influential schools in the field of psychology. On one hand, it adheres to a positive view of human nature and emphasizes human initiative and positivity, as dictated by its core theory. On the other hand, it emphasizes the principle of scientism in its research methodology and advocates empirical testing and application of theories. These two features form the foundation of positive psychology. However, when we examine this issue from a reductionist perspective, we discover a contradiction: the positive view of human nature emphasizes human agency and rejects reduction to external factors, yet the scientific principle undermines human agency by seeking to understand the human mind and behaviour through objective researches. This reductionist contradiction between the fundamental theories and research methods of positive psychology may lead to a crisis regarding free will it insists on.

Job Demands-Resources profiles, work capabilities on the functioning of early childhood development practitioners (ECDPs)

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The early childhood development (ECD) environment is often characterised by high staff turnover, low pay, inadequate training, low work status, and mostly female workers. Creating decent work environments in ECD is pivotal for building productive societies.

This study examined the effects of job demands-resources profiles, and work capabilities on work engagement and intention to leave. The theoretical framework was based on the Capability Approach (CA), and Job Demands-Resources (JD-R) models. A cross-sectional survey was administered to a convenience sample (N = 426) of ECDPs in two provinces in South Africa. Multiple Regression analyses were executed, and indirect effects measured through bootstrapping.

The results showed the predictive value that job demands and resources have on the work capabilities of ECDPs. Latent profile analysis identified four JD-R profiles: rich job, poor job, resourceful job, and demanding job. profiles. The rich job profile may become the standard job profile for ECDPs to strive towards. The JD-R profiles and capabilities predicted work engagement and intention to leave.

This study contributes to the literature on job demands-resources profiles and work capabilities of ECDPs. It revealed four job demands-resources profiles. The person-centred approach of the study and new scientific information inferred about associations between ECDPs' job demands-resources profiles, work capabilities, work engagement and intentions to leave provide new insights on the indirect effects of ECDPs' job demands-resources profiles on work engagement and intentions to leave. The significant influence (indirectly) on work engagement and probable reduction in intention to leave may improve the insights of policymakers.

Job Resources in Relation to Work Engagement Among Polish Nurses: The Mediating Role of Personal Resources and Job Crafting

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Background: According to the Job Demands-Resources (JD-R) theory, job resources lead to work engagement defined as a positive, work-related state of mind characterized by vigor, dedication and absorption (Schaufeli et al., 2002). Furthermore, the JD-R theory examines the role of motivation process which refers to the ways in which job resources stimulate work engagement through personal resources, such as for instance self-efficacy (Bakker & Demerouti, 2007). According to Wrzesniewski and Dutton (2001), job crafting could be described as self-initiated forms of behavior in which employees proactively shape the characteristics of their jobs in order to adjust them to their own needs and preferences. To date, studies have demon-

strated that job crafting leads to higher work engagement among employees (Harju et al., 2016; Vogt et al., 2015). However, the research concerning job crafting among nurses, especially in Poland, is scarce, therefore there is a need to deepen the knowledge concerning this issue.

Aims: Based upon the JD-R theory and Self-Determination theory, this study examined whether job resources such as support at work and perceived organizational support predict work engagement among Polish nurses. The second aim of the study was to investigate whether personal resources, i.e. self-efficacy and ego-resiliency, and job crafting mediated the relationship between job resources and work engagement.

Method: Two hundred and seventy nurses from the biggest hospital in Southern Poland took part in the study at the beginning of January 2022. Perceived organizational support and support at work have been estimated using the Polish adaptation of three subscales of the Areas of Worklife Survey (AWS) developed by Leiter and Maslach (2006). Self-efficacy has been assessed by the Polish adaptation of General Self-Efficacy Scale (Schwarzer and Jerusalem, 1995), while ego-resiliency by the Polish adaptation of Ego-Resiliency Scale (Block and Kremen, 1996). Job crafting was assessed by the Polish adaptation of Job Crafting Questionnaire (JCQ; Slemp, Vella- Brodrick, 2013) and work engagement was assessed by Utrecht Work Engagement Scale (UWES; Schaufeli, Bakker, 2003). Structural equation modelling (SEM) has been implemented to the statistical analyses, including mediation analyses.

Results: The obtained results indicated that job resources predicted work engagement among nurses. Moreover, personal resources and job crafting could serve as mediators in relationship between job resources and work engagement.

Conclusion: This study indicates that when nurses are supported in their workplace, it can lead to diverse positive outcomes such as an increase in personal resources and job crafting behaviors which, in turn, lead to an increase in work engagement that is crucial for their occupational well-being.

Job satisfaction, psychological distress, and well-being among health workers of geriatric settings at the end of COVID-19 pandemic. A relative weight analytic study.

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Background: Little is known about the interplay between work-related factors and mental well-being of health professionals towards the end of the COVID-19 pandemic, a period characterized by individual and organizational resource exhaustion in healthcare services. **Aims:** To address this issue, the relationship of job satisfaction components with psychological distress and well-being was explored among workers of a geriatric institution. Differences in psychological distress according to participants' positive mental health status were also investigated. **Method:** Data were collected in 2022 among 205 workers aged 40-60, primarily women (75.6%), healthcare assistants (36.6%), and rehabilitation professionals (19%). They completed the Job Satisfaction Questionnaire, the General Health Questionnaire-12, and the Mental Health Continuum-Short Form. The association of job satisfaction dimensions with psychological distress and well-being was explored through Multiple Regressions (MR) and Relative Weight Analyses (RWA). Distress levels according to participants' mental health status were investigated through ANOVA. **Results:** MR and RWA results showed that satisfaction with salary, working conditions, and leadership were strongly negatively associated with workers' distress, while satisfaction with patients and colleagues, results, and leadership were strongly associated with well-being. Compared to languishing workers, flourishing ones exhibited significantly lower of anxiety/depression, confidence loss, and social dysfunction. **Conclusion:** Findings suggest that distress and well-being are complementary, yet distinct, aspects of psychological functioning, each showing specific relationships with different dimensions of job satisfaction. Suggestions for interventions to boost professionals' well-being include higher investments in economic and organizational resources, and training aimed at promoting interprofessional collaboration and effective leadership. Job satisfaction; Psychological distress; Positive mental health; Health workers; Geriatric settings Theme: Other

Jobcrafting in organisations: from individual leads to organisational improvement

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The project presented explores the results of an intervention to the practice of jobcrafting (Wrzesniewski & Dutton, 2001; Tims et al., 2012) proposed in an organisation. A longitudinal and crossover approach was implemented for a population of accountants with a view to improving the well-being at work of individuals and identifying avenues for improvement for the organisation.

We deployed a jobcrafting intervention. A group of employees (N=31) followed four guided sessions over the course of a year, while a control group (N=71 at T1, 54 at T2, 60 at T3) received no intervention. The sessions involved working in pairs to draw up the action plan, supervised by a manager to implement the actions between sessions. The four working sessions were scheduled at a rate of one every two to three months. Measurements were taken before the start of the intervention, at the end and one year after the intervention to check the effects over time. The mixed analyses offer individual results and the organisational avenues tested. Analyses of the corpus, thematic manual and with Alceste, are completed by an analysis of correlations. The intervention has had positive effects, with a link between satisfaction of basic needs and harmonious passion including, as shown by the qualitative analysis, but these effects need to be maintained over time. To the best of our knowledge, this longitudinal crossover study has never been tested in this type of population in France.

Joke or Threat? Gender-Differences in the Perception of and Reaction to Gender- Disparaging Humor

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Background: Gender-disparaging jokes are rather common – but a hotly disputed topic in society. Prior research mainly focused on detrimental effects of female-disparaging jokes. Male-disparaging jokes and gender-differences in the reaction to gender-disparaging humor have received less scholarly attention.

Aims: Based on social identity theory, we argue that gender-disparaging jokes may elicit different reactions among female and male recipients based on joke content, recipient's gender, and joke teller's gender (intergroup sensitivity effect).

Method: Professional speakers recorded 20 pre-tested jokes to create highly controlled stimulus material. In a preregistered

experiment (N=198), we examined in a 2 (participant gender: female vs. male) × 5 (joke content: neutral control vs. male stereotypic vs. male non-stereotypic vs. female stereotypic vs. female non-stereotypic) × 2 (speaker gender: female vs. male) design, how funny, devaluing, and discriminating the jokes were perceived. The Traditional Masculinity-Femininity scale (TMF; Kachel et al., 2016) was included as a potential moderator.

Results: Our hypothesis that women generally rate all jokes less funny and more discriminatory than men was confirmed. In line with H2, women perceived female-disparaging jokes (and men perceived male-disparaging jokes) as less funny and more discriminatory than those not targeting their own gender group. Finally, partially confirming H3, women rated female-disparaging jokes as more discriminatory, if told by a male (vs. a female) speaker. The reverse effect for men was not statistically significant.

Conclusion: This study suggests that gender-disparaging humor is perceived differently by women and men. Our research connects different theoretical frameworks and bears practical implications regarding gender-disparaging humor.

Latent profiles of well-being and these associations with nonsuicidal self-injury among adults

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Although psychometric testing of the Mental Health Continuum Model (MHCM, Keyes, 2002) has confirmed the applicability of this complex mental health framework, few studies have been conducted that identify homogeneous subgroups with distinct subjective well-being profiles among adult participants. On the other hand, there is a lack of studies that analyze well-being clusters in the light of nonsuicidal self-injurious (NSSI) behaviour.

Utilizing Latent Profile Analysis our aim was to identify subjective well-being profiles based on the Mental Health Continuum Short Form. These profiles were then compared according to different NSSI indicators (measured by the Inventory of Statements About Self-Injury) in a community adult sample.

Out of 1873 nonclinical adults (75% women; mean age=34.88 ys; SD=14.58) 744 (39.7%) reported at least one NSSI episode in their life.

Harmonized with the MHCM, four latent profiles emerged. The Flourishing group (20.9%) scored high on both emotional, psychological and social well-being. The Moderate mental health group (40.5%) had medium well-being scores, the Languishing group (8.7%) had low average scores in all three well-being domains, while between the latter two groups a Vulnerable group (29.9%) has also emerged. Based on multinomial regression analysis, those who have engaged in NSSI, in multiple forms of NSSI, and engaged in NSSI for higher intrapersonal reasons, furthermore have higher depressive, stress, and anxiety symptoms were more likely to be classified in the Languishing group.

Our results indicate that the Languishing group is at risk not only for elevated mental illness symptoms, but also for engaging in NSSI.

Lessons for Life: Creatively Contributing to Students' Personal and Emotional Flourishing in EFL Teaching

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Background: In a future characterized by acceleration, complexity, uncertainty, and technology, a focus on human potential realization is indispensable. Applied to the EFL (English as a foreign language) classroom, positive psychology lays the groundwork for the personal and emotional flourishing of students and equips them with valuable skills to navigate through life.

Aims: a synthesis of theoretical frameworks, empirical research and material development answers the question to what extent and how (language) educators should and can contribute to the personal and emotional development (flourishing) of their students. The results are directly made implementable through the creation of didactic resources.

Method: Employing mixed methodology, a multi-perspectival online questionnaire gives insight into and allows for comparison between students' (n=90), parents' (n=27) and teachers' (n=55) perceptions around learning for life, personal growth, and emotional intelligence. Additional lesson observations and the collection of "words of relevant mouth" supplement a qualitative component.

Results: All three target groups perceive the need for a heightened focus on personal and emotional education at school. Some items of the questionnaire demand attention due to starkly contrasting viewpoints between students and teachers. Based on the study results, didactic material on subtopics of positive psychology has been piloted and well received by students.

Conclusion: It is of uttermost importance that formal education prioritize personal and emotional development as well as education for nurturing ground for such an endeavor.

Life satisfaction, subjective well-being, and anxiety as mediators between the perceived impact of Covid-19 measures and suicide ideation among Slovene adolescents

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Background: Lives of adolescents have been influenced by the measures implemented in response to the Covid-19 pandemic, with some experiencing negative impacts on their lives, while others perceived them as neutral or positive.

Aims: This study aimed to examine the mediating roles of life satisfaction, subjective well-being, and anxiety in the association between adolescents' perceived impact of Covid-19 measures and suicidal ideation.

Methods: Data from the 2021/22 Health Behaviour in School-aged Children (HBSC) study in Slovenia encompassed a nationally representative sample of 8638 enrolled adolescents (51,7% girls) in age groups 11, 13, 15 and 17. Participants self-reported on subjective well-being (WHO-5), life satisfaction, anxiety (GAD-7), the impacts of the Covid-19 measures, and suicidal ideation.

Results: A path analysis showed that a more positive experience of the impacts of the Covid-19 pandemic was associated with increased life satisfaction and subjective well-being, and a decreased level of anxiety. These factors, in turn, predicted a lower likelihood of suicide ideation. The subjective experience of the Covid-19 pandemic affected suicidal ideation both indirectly and directly through life satisfaction, subjective well-being and anxiety.

Conclusion: Both positive aspects of mental health (life satisfaction, subjective well-being) and negative aspects (anxiety) play a crucial role in the emergence of suicidal ideation. The more positive experience of the Covid-19 pandemic can directly contribute to lower suicide ideation. Therefore, it is crucial to bear in mind these associations when designing and implementing measures in similar public health crises in the future.

Lifelong development of resilience in descendants of dissidents who involuntarily emigrated from Czechoslovakia at the turn of the 1970s and 1980s.

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The repression of the state apparatus, which ended with forced emigration from totalitarian Czechoslovakia, placed demands not only on dissidents, but also on their descendants. However, Czech research in the context of emigration has so far focused on the generation of dissidents and emphasized negative experiences.

Aim is to describe what challenges people who emigrated from the Czechoslovakia in childhood encountered during their lives and what resources and dynamic aspects of resilience were used in their coping and supported flourishing, using the models of Gunnestad (2006) and Lepore & Revenson (2006).

Data were obtained from semi-structured interviews with 10 middle-aged persons who emigrated from the Czechoslovakia in childhood and additionally with 6 of their parents. The data was processed using thematic analysis.

Challenges and applied aspects of resilience were transformed by circumstances, lifespan development and overcoming strengthening challenges. In childhood, family support and temperament were of fundamental importance, in adolescence they were supplemented by communication skills and extra-familial social support, in middle age meaning and values gain importance, the influence of the subculture of dissent was supportive throughout life. Aspects of resilience also varied according to individual dispositions, a tendency towards two types was found: "adventurer" (the dynamic aspect: resistance; the sources: optimism, courage and openness) and "intellectual" (recovery and reconfiguration; hope, prudence, perseverance). Forced emigration placed specific demands on the participants, which were reflected in their biographical and family narratives. Despite individual differences, participants are proactive in increasing their well-being and trying to find positive aspects of challenging experiences.

Lights, Sound, Action! The Effect of Non-Work System Factors on the Achievement of Flow and Productivity During Transactional Work

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Psychological flow at work is a desirable feeling that has been linked to positive personal and organizational outcomes, including increased productivity. Through a designed experiment where certain non-task work system variables were manipulated during a repetitive mental math exercise, the present study identifies the flow antecedent of challenge/skill balance and the non-task work system variables of seat comfort and low computer screen color contrast as predictors of flow. The experiment also identified higher levels of flow and the same two non-task work system variables as predictors of higher productivity. Finally, the experiment found a partial correlation between lower heart rate variation (HRV) and flow, confirming this link identified in previous research. To the best of the authors' knowledge, this study is the first to empirically examine the role of workplace variables on flow and productivity. Researchers and organizational leaders can use this study better design the holistic work system to improve the likelihood of flow creation and realize its attendant benefits. Limitations of the present study and recommended areas of future research are also discussed.

Locking onto a moving target - AEye for orientation in digital social spaces

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Background: Digital social spaces and their forms of communication are becoming intertwined with "analog" lifeworlds and can only be separated in theory. This creates challenges in various areas of counseling, one of which is the accessibility of target groups that no longer make use of traditional services. Some individuals can no longer be reached in public spaces because they spend most of their time on social media, in online games or interest forums. This includes people who consciously choose this lifestyle (gamers), but also those who (involuntarily) end up in social isolation.

Aim: The two-year research project "Artificial Eye", funded by the FFG, wanted to design a process "AEye" for outreach counseling in digital social space that dynamically adapts to changing digital environments and guides counselors in their contact work.

Method: Using a circular development approach following grounded theory and a triangulated, multi-method approach, four orientation patterns were distinguished. The study comprised individual interviews and group discussions with a total of 49 experts and affected persons lasting around 27 hours. N = 485 online questionnaires were evaluated.

Results: These four orientation patterns - straightforward, searching, preserving, agile - form the basis for the contacting method "OO7 - Oscillating Orientation in 7 Steps". OO7 allows self-excluding patterns to be recognized, a view of feasible possibilities to be uncovered by means of measured oscillation and those affected to be constructively reconnected to the existing structures.

Conclusion: This method can be applied both in digital space and in other (analog) settings.

Loss of Self-Consciousness and autotelic personalities: a Machine Learning contribution

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Background: The EduFlow-2 measurement instrument (Heutte et al., 2021) approaches the flow psychological state in online, distance, education and training contexts via four constituting dimensions, linked to cognitive processes: Cognitive Absorption, Time Transformation, Loss of Self-Consciousness, and Autotelic Experience.

Goals: Highlight the role of the EduFlow-2 D3 dimension Loss of Self-Consciousness (LoSC) as an indicator of autotelic personality in a MOOC.

Methods: We employ a Variational Bayesian Gaussian Mixture Model (VBGMM) (Roberts, Husmeier, Rezek, & Penny, 1998) unsupervised Machine Learning (ML) algorithm to automatically discern typologies of MOOC participants (n = 1553) following their individual EduFlow-2 dimensional scoring. The ML model attempts clustering them into up to 22 distinct combinations while scoring a reduced number of typologies higher.

Results: Among the seemingly infinite possibilities for any individual to score among these four flow dimensions, VBGMM has shown MOOC participants to group around only seven distinct typologies. Furthermore, these results unequivocally point to EduFlow-2 D3 dimension Loss of Self-Consciousness (LoSC) as a major indicator of personality that determines behavior in the persistence to will to learn in a lifelong manner. Additional k-means clustering further cemented the importance of the LoSC dimension.

Discussion: A very much needed quantitative approach would include the educational and training environment's role on these typologies. Fueled by a biographical dimension of the individual and its impact on the LoSC flow dimension, such approach would prove itself as a determinant of the construction of autotelic personalities. Moreover, results contribute to establishing a flow threshold in MOOC contexts.

Maternal and Child Health and Education in Gungo: Action Research Project

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Introduction : The infant and child mortality rate in Angola continues to be higher than the average for other African countries, and healthcare coverage is far from the OECD benchmarks. In the Gungo commune in 2016, there were 116 infant deaths and 10% of maternal deaths related to childbirth.

Objective: To contribute to the training of technicians to provide safe maternal and child care.

Methodology: An action research study involving 30 trainees who, after a diagnostic assessment using a questionnaire designed for the purpose, attended a two-year training programme with around 360 theoretical and practical hours, organised into one-week modules. The training aims to respond to identified gaps in preconception, family planning, pregnancy, childbirth, puerperal care, neonatal and paediatric care. This will be followed by an evaluation of the effectiveness of the training by re-applying the same questionnaire and processing and analysing the results.

Results: training of 25 health technicians to implement practices that enhance women's/children's health (cutting the umbilical cord with a sterile blade, dry dressing, breastfeeding in the first hour of life and exclusively until 6 months, assistance in normal childbirth and action in puerperal haemorrhage and infection, among others). We also intend to train 5 teachers/nurses to replicate training in this area. This project will benefit around 14,610 people.

Conclusion: It is essential to train health promoters to provide safe maternal and child health care. The demystification of some beliefs, with the consequent correction of obstetric practices, results in effective health gains for this population.

Me vs. us: Tailoring reflective-cognitive vs. social-behavioural positive psychology activities to personality traits to enhance engagement and efficacy in fully automated digital interventions

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Fully automated digital Positive Psychology Interventions (PPIs) offer a great opportunity to enhance mental well-being in students due to their reduced support-seeking barriers and stigma, as well as high reach and cost-effectiveness (Borghouts et al., 2021). However, they are often impeded by high dropout and suboptimal engagement, thereby not reaching their full potential (Yardley et al., 2016). Research indicates that tailoring digital PPIs to individuals might be the most effective way to improve engagement and efficacy of these interventions (Groot et al., 2023). Therefore, this study aims to understand whether tailoring a fully automated digital PPI to personality traits can enhance engagement and efficacy. Upon preregistration on the Open Science Framework (OSF), recruitment of students has commenced and is expected to finish in March 2024. In this parallel trial, two fully automated digital PPIs have been created in collaboration with our industry partner (Cyberlimbic Systems Ltd): 1) a reflective-cognitive PPI, and 2) a social-behavioural PPI. Participants are randomly allocated to receive one of the two interventions. Personality traits (such as extraversion and autistic traits) are measured using validated measures (NEO FFI, AQ-10), and before-and-after measures of validated mental well-being measures (WEMWBS, QoL, PWB) and anxiety, depression and stress (DASS-21) are obtained. Two multiple linear regressions will be conducted and several exploratory analyses. These results will provide novel insights into tailoring fully automated digital PPIs to personality traits, and ways to enhance the efficacy of PPIs in students – do social positive psychology activities benefit everyone?

Meaning in Life and its Sources among Educators of Socially Vulnerable Adults

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Work is considered a crucial motive in life, especially when it functions as a critical source of meaning in it. Social support and closeness are also positively related to meaning in one's life as social connectedness is a noticeable source of meaning while meaning in life is an important predictor for strong social connectedness. This is the context where educators of adults who belong to socially vulnerable groups work, for a closely-knit and bonded society without exclusions. The study aimed to investigate the sources of meaning in life of educators who teach socially vulnerable groups, and the possible relation between the sources they derive meaning from and their decision to work with this specific kind of students. A total of 12 educators were interviewed providing information about their experience in working with socially vulnerable groups, their motives considering their professional choice and the sources of meaning in their lives. Thematic Analysis was used to analyze the data. It was found that the primary sources of meaning in life of the participants are (a) interpersonal and social relations, and (b) personal relationships. Moreover, there is an absolute positive relation between the sources of meaning and their behavior towards vulnerability. Social connectedness is a key element in educators' decision to work with social vulnerability. The fact that they derive meaning from social and interpersonal relationships, not just for themselves but for every member of the society, affects in a great extend their need to help, through teaching, their vulnerable fellow citizens.

Meaning In Life, Existential Anxiety, and Perceived Health

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Background: Existential anxiety may arise when considering human existence. Meaning in life is an indicator of life satisfaction and health and is thought to buffer against existential anxiety. The presence of meaning is positively associated with life satisfaction, happiness, and positive affect and negatively associated with depression and negative affect. Perceived health is a good measure of physical health and is positively correlated with meaning in life.

Aims: We examined meaning in life, existential anxiety, and perceived health in pre-Covid and post-Covid samples. We expected existential anxiety and meaning of life to increase in the post-Covid sample. We expected perceived health would positively correlate with meaning in life, and negatively correlate with existential anxiety.

Method: 201 adults (M age = 20.24) Pre-Covid, and 390 adults (M age = 18.87) Post-Covid completed the Meaning in Life Questionnaire, Perceived Health Scale, and Existential Anxiety Questionnaire both in-person (Pre-Covid) and online (Post-Covid).

Results: Existential Anxiety significantly differed Pre-Covid (M = 5.83, SD = 3.28) and Post-Covid (M = 6.69, SD = 3.14). Meaning in Life and Perceived Health did not. Perceived Health was positively correlated with Meaning in Life ($r = .15, p < .001$) and negatively correlated with Existential Anxiety ($r = -.28, p < .001$).

Conclusion: Hypotheses were partially supported. Results indicate that Existential Anxiety increased in our pre-Covid and post-Covid samples, which is consistent with recent literature. Perceived Health was associated with meaning in life and existential anxiety in the expected directions.

Meaning in life, intolerance of uncertainty, and resilience

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Meaning in life is a promoting factor in developing resilience (Aliche et al., 2019; Weber et al., 2020). Intolerance of uncertainty (IU) limits people's ability to be resilient as it is positively associated with psychological distress (Varghese & Delariarte, 2021). We anticipated IU to moderate the relation between presence of meaning in life and resilience in this study of 530 college students (Mage = 19.5, 63.6% female). Participants with higher presence of meaning in life reported lower IU ($r = -.14, p = .001$) and higher resilience ($r = .21, p < .001$). Participants with higher IU reported lower resilience ($r = -0.43, p < .001$). The interaction effect between presence of meaning in life and IU in relation to resilience was statistically insignificant ($\beta = .00, p = 0.31$). This result indicates that the effect of presence of meaning in life on individuals' resilience is not moderated by intolerance to uncertainty (IU). However, participants with higher search for meaning reported higher IU ($r = 0.18, p < .001$) and lower resilience ($r = -.09, p = .03$). In an exploratory analysis, the interaction effect between presence of meaning and search for meaning in relation to resilience was also statistically insignificant ($\beta = -.00, p = 0.48$). Results suggest that IU and search for meaning does not significantly change the association between the presence of meaning in life and resilience. Future research can investigate how presence of meaning interact with other variables like social connection, religiosity, and personal beliefs to develop resilience.

Measuring sexual orientation: categorical versus open ended approach

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Background: The categorical approach is widely used to measure sexual orientation in social sciences. Although each sexual orientation label has a clear definition, it does not always reflect reality. Sexual minorities report being forced to choose a label that does not reflect their unique attraction, which might affect the generalization and application of study **Results:** On the other hand, open-ended responses are hard to classify objectively; therefore, they are prone to reflect the subjective views of the researcher (Wagaman, 2016; Porta et al., 2020). This study aims to identify differences arising from sexual orientation self-identification in the categorical versus open-ended approach.

Method: A cross-sectional survey was conducted among LGBTQ+ people living in Lithuania (N=181) as part of a project funded by the Research Council of Lithuania. Sexual orientation was measured using two approaches: 1) by asking a person to choose from a list of 9 choices, including various sexual orientations such as bisexual, queer, asexual, etc., and 2) with a question: "In your own words, how would you describe your sexual orientation?"

Results: When given a chance, 29% of participants described their sexual orientation differently than the label they chose. The open-ended approach provided a better understanding of unique attraction experiences, strengths, and objects of attraction.

Conclusions: By using a categorical approach, the researcher risks missing important information regarding attraction characteristics. However, due to the subjective nature of attraction, in a majority of psychological studies, subjective self-identification with a label could be more important than an objective classification.

Mechanisms between self-compassion and mental health: a narrative review and a transactional model

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In today's fast-paced age of performance, social comparison, and self-optimization, people are often their own harshest critics. Self-compassion offers an alternative approach during moments of suffering, emphasizing self-kindness, common humanity, and mindfulness. There is strong evidence that self-compassion improves both facets of mental health: higher psychological well-being and lower levels of psychopathology. However, the specific mechanisms how self-compassion is formed and how it relates to improved mental health are still subject to study and debate. Aiming to elucidate these mechanisms, we conducted a narrative literature review, and focused on changes in possible mechanisms underlying mental health. Based on our findings, we present a transactional model that links self-compassion and mental health. We argue that changes in self-compassion, emotion regulation, and psychological coping mutually enhance each other. Furthermore, we theorize that alterations in these mechanisms are mediated through neurophysiological processes: sympathetic deactivation and parasympathetic activation. These changes initiate a cascade of physical adjustments, including changes in heart rate, blood pressure, heart rate variability, shifts in hormone production and shifts in neural activation pattern. Our model provides a unifying, testable basis for a more focused approach in future research, and invites empirical examination through longitudinal or experimental designs.

Through an improved theoretical understanding how self-compassion is formed and how it affects mental health, interventions for building self-compassion can be improved, which can benefit clinical and non-clinical populations alike. This review integrates research on mechanisms between self-compassion and mental health and presents insights for researchers, clinicians, and other practitioners interested in mental health.

Mechanisms of Change in a Training Program for promoting Resilience, Wellbeing, and Affect in a Sample of Psychologists Working with people with Multiple Sclerosis

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Background: A recent study demonstrated the effectiveness of a program for training psychologists in delivering a resilience group intervention (REsilience and Activities for every DaY; READY) for people with multiple sclerosis (PwMS). The training fostered positive professional and personal development in trainees.

Aims: This study aims to investigate the training mechanism of changes by testing the mediating role of acceptance, defusion, mindfulness, values and meaningful action (Acceptance and commitment therapy (ACT) processes) on resilience, wellbeing and affect. **Method:** The training encompassed three phases: 1) training workshop; 2) READY participation; 3) READY delivery to PwMS. Self-report data were collected immediately before the workshop, before and after participation in READY, and at three and 15-month follow-ups. The SPSS macro MEMORE for repeated measures bootstrap analyses with parallel mediators was used to examine pre- to post-participation in READY (T1-T2) changes on acceptance, defusion, mindfulness, values and meaningful action as mediators of significant pre- to post-participation in READY improvement on resilience, wellbeing and affect.

Results: Forty psychologists successfully completed the training. Changes in ACT processes from pre- to post-participation in READY mediated the changes in all the three outcome variables in the same timeframe: resilience (indirect effect, $ab=-4.3596$; 95% CI [-7.9521, -1.4493]; wellbeing (indirect effect, $ab=-2.3203$; 95% CI [-5.6239, -0.4893]); positive affect (indirect effect, $ab=-1.4935$; 95% CI [-3.2540, -0.3846]).

Conclusion: Results of the mediation analyses showed acceptance, defusion, mindfulness, values and meaningful action as the likely mechanisms of change in resilience, wellbeing and positive affect.

Mental health differences between foreign students practicing and non-practicing mindfulness

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Background: Studying in a foreign country can be challenging, as a person must adapt to different cultural values, and also an educational system. Some part of foreign students report mental health difficulties (Chen et al., 2020), so it is important to analyse protective factors for mental health in this specific population. One of them could be practicing various mindfulness-based techniques (Xiong et al., 2022).

Aims: This study aimed to investigate the relationship between mental health differences between mindfulness-practicing and non-practicing foreign students in Lithuania.

Method: 89 students (49,4% male, mean = 22.84, SD = 4.38) completed an online survey in autumn 2023. Most of them (75,3%) were full-time students in Lithuania. They arrived from 39 countries, mostly from the Ukraine (20,2%). Mental health (anxiety, stress, and depression variables) was measured by the Depression, Anxiety, and Stress Scale (DAAS-21; Lovibond & Lovibond, 1995). As mental health variables were distributed normally, results were analysed using Independent Samples T-test.

Results: The majority of foreign students were mindfulness practitioners (62,9%). Most commonly, they practiced mindfulness once or twice a week. The analysis of results revealed that students, who practiced mindfulness, had significantly lower levels of stress ($p = 0.038$). No significant differences were observed in depression or anxiety between mindfulness-practicing and non-practicing foreign students.

Conclusion: Practicing mindfulness at least once or twice a week could help be a protective factor against stress among foreign students.

Mental illness and Multisystemic Resilience: Indian milieu

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Resilience research has evolved from being studied as an individual trait to a social component. The systemic model of resilience (Ungar & Theron, 2020) explains the complex interaction between biological, psychological, social and ecological systems. This study delves into multisystemic resilience in the context of mental illness in India, a seldom explored area. The qualitative investigation involved 17 adults with experience of mental illness, exploring their risk and Protective Factors and Promotive Process. An in-depth interview method coupled with visual methodology was employed to facilitates active engagement between the researcher and participant and fostering introspective conversations. Thematic analysis (Braun & Clarke, 2006) was used to scrutinize the data and images were used further explain the findings. The findings discussed under two themes (i) disabled by the system (ii) resilient system contributing to mental healthcare. 'Disabled by the system' discusses risk factors in the form of inadequate care and apathy present in socio-cultural and medical systems. To elaborate, there were reports of stigma, prejudice, gender inequality, and unaffordability of treatment. 'Resilient systems contributing to mental healthcare' explores facilitating factors in the same systems. This theme discusses participants' initiative to build resilient systems, ranging from changes in family dynamics to establishing support groups and seeking interventions from non-governmental organizations. These systems are interconnected, and thus risk or resilience in any of these contexts is expected to impact the other systems and, subsequently the individual. Finally, recommendations were proposed for future research and practice, under areas such as training, social-involvement and intervention.

Mind the Tone of Your Inner Voice

Grošelj Meta ¹

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As a professional speaker coach, I have trained and coached hundreds of leaders on how to develop that external voice to be effective, persuasive, and influential. However much less is said or done in the workplace about our internal dialogues. Negative intrusive thoughts and ruminations that lead to overwhelming outbursts of catastrophization have haunted my own life up until a point where I have placed only two rules on my inner voice persona. "She" was allowed to say anything she wanted as long as she used - the tonality of respect & feedback sandwich. Little did I know that these two rules allowed me to practically "reparent myself" and follow the 5:1 positive to negative self-talk as a proven method of optimism (Seligman, Char-mine), without even knowing it. As a coach, after analyzing this theoretically, I have helped many clients integrate these crucial elements into their self-talk with amazing results following this simple practice. A simple solution - monitoring the tone of voice and also the words they use - affects a person's self-representation hence enabling a renewed self-orientation that pushed me to aim higher, deal with rejection differently, risk more, and achieve more while relaxed. This one rule - tone of inner voice - is so simple and so life-changing - and I wish to share this self-coaching & coaching practice with the world.

Mind the "I" in Mindfulness: Mindfulness, Interdependence, and Work Performance

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Workplaces rely on workers both performing their basic job duties and helping each other, i.e. prosocial workplace behaviors (PWBs). Mindfulness is often implemented as a cure-all in organizations for improving performance related outcomes, both related to task- performance and PWBs. But recent research suggests that mindfulness may only lead to more prosocial behaviors for individuals who see themselves as inherently connected to others, as indicated by high interdependent self-construal. Despite the rising popularity of mindfulness at work and growing body of research on the matter, the boundary conditions relating to mindfulness and its outcomes are understudied. This study investigates the relationship between mindfulness and performance, intra-role and extra-role, and the moderating role of interdependent self-construal in workplace settings. Specifically, this study aims to explain how personal styles of dependence in the workplace moderate the relationships between mindfulness and task-performance as well as mindfulness and PWB. Experimental methods were employed wherein participants engaged in a mindfulness intervention or mind-wondering control. Before the intervention, self-construal was measured for all participants. Following the intervention, participants were assigned a situational judgement task (SJT) exercise to assess task-performance. Subsequently, deception was used to assess participants willingness to engage in PWB. Results are still being analyzed. We expect to find that interdependent self-construal will buffer the relationship between mindfulness and task-performance while simultaneously strengthening the relationship between mindfulness and PWBs. This study adds to the current theoretical discussion of mindfulness in organizational settings and has practical implications for both modern mindfulness and overall improvement of workplace performance.

Mindfulness, Attention Span and Academic Performance Among Primary School Children

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Mindfulness which is the practice of intentionally training one's attention to be fully present in the moment, non-judgmentally focusing your attention in the moment is a very well researched scientific practice with tremendous benefits for stress reduction and overall health. Mindfulness has also been proven to be effective for improving academic performance as it improves the ability of learners to pay focused attention. There is not much research on the effectiveness of mindfulness on academic performance in Nigeria. This study is focused on investigating the effect of daily mindfulness practice on the attention span and academic performance of primary school children in Calabar Municipality area of Cross River State. The design for the study is the pre-test post-test control group quasi experimental design. Two intact classes from two different schools within the research area will be selected for the study. One class will constitute the experimental group and the second class will constitute the control group. The experimental group will be exposed to a 10 minutes daily mindfulness practice before lessons for one trimester, while the control group which will be an equivalent group will follow the normal routine. The attention span of learners in both groups will be measured daily. The mean academic performance of both groups in the previous trimester will also be compared with the mean academic performance in the experimental semester. The Analysis of Co-variance statistic will be used to measure the effect of the treatment on the groups. It is expected that daily mindfulness practice will increase the attention span of participants and also improve the academic performance of participants. Recommendations will be made based on the results of the study.

Mindfulness, Hope, and Grit: A Cross Comparative Study on College Undergraduate Achievement

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The current study compared measures of mindfulness, hope, and grit across two undergraduate populations: those on academic probation (N=133) and those in good academic standing (N=88) at a private university in the U.S. Literature has established strong correlations among each of these constructs and their positive impact on academic achievement. Our first analysis examined differences on these constructs between high and low achievement groups and a MANOVA revealed that undergraduates on academic probation had significantly lower scores on gratitude, hope, and grit. Past meta-analysis showed that grit has a pervasive impact on academic achievement across educational levels (Lam et al., 2021). To understand how grit manifests in relation to hope and mindfulness, further analyses were needed. Raphiphthana et al., (2018) established that among undergraduates, mindfulness acts as an antecedent to grit while hope acts as a significant mediator between the two. We attempted to replicate this finding with the student groups and found that hope was a stronger mediator between mindfulness and grit in those with higher academic achievement than those on probation. This supports a hierarchical understanding of how these constructs work together and provides insight into how mindfulness supports hope beliefs, and the transcendent quality of hope is necessary for grit to endure. Students who are more academically successful can engage each of these constructs at different stages to optimize educational goals. Students on academic probation could benefit from learning mindful-based techniques and how these reinforce hope beliefs. High hope levels are necessary for grit to applied to challenging academic goals.

Mindset Matters: Integrating Classroom Pedagogies to Enhance Motivation of Academically Struggling Students in Hong Kong

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Motivation of academically struggling students have been of considerable concerns among Hong Kong educators. When students continuously experience setbacks and challenges in school, their self-efficacy and wellbeing are both significantly impacted. Such phenomenon amplified in specific to Hong Kong's education system that emphasizes high-stake assessment and intense competition.

Positive psychology offers insights and strategies that help students thrive in midst of challenges and setbacks. For instance, students with a growth mindset believe their intelligence can grow to meet challenges, and thus are more willing to seek or modify strategies to importantly, these mindset assets are measurable and can be acquired through learning.

To better leverage the benefits of mindset into classroom, a group of primary and secondary educators had tackled these challenges by exploring the integration of mindset principles within subject pedagogies in classrooms with academically struggling students. In this paper, mindset-based interventions that involve tailoring classroom language and teaching strategies in three local schools will be explored and discussed. Such strategies include providing positive feedback and reinforcement techniques, promoting collaborative learning environments, and fostering a sense of autonomy and agency among students. This presentation aims to consolidate their strategies and outcomes of their journey. Interview and focus group with students and teachers had been conducted to understand needs and explore impact of such mindset-based interventions. Reflections on boosting motivation of struggling students will also be discussed

Modelling collective flow in Collaborative Learning: a systematic Prisma review

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Background: Project-based education is at the heart of education for transitions, as part of the sustainable development skills trainings. Collaborative learning is a central area of research, especially in adult or higher students training. Over the past decade, we have seen innovations regarding the learning environments to match these educational needs. The learning experiences of students within these environments, particularly for collaborative problem-solving simulations, haven't received so much attention.

Aims: Such learning experiences are intrinsically linked to social interactions, and research on the social dimension of Flow is recent. In addition to the lack of shared conceptual framework for collective Flow, empirical studies are very few in our context. This study aims to develop a systematic review on collective Flow and collaborative problem solving, intending to present internal and external indicators, to describe the learning experience.

Method: PRISMA statement was used for data collection. The analysis included a total of 904 articles from Google Scholar databases over the period 2000–2023; was based on 35 articles after passing the inclusion criteria.

Results show that adaptive interpersonal synchrony is recognized as one of the major characteristics of collective flow in our context. Indicators describing the dynamics of synchrony (and not only its occurrence) highlight the adaptive process of students.

Conclusion: Modelling collective flow in CPS simulation depends on considering cycles of interpersonal synchrony (in and out of synchrony) and triangulation between external indicators (behavioral (1), physiological (2)) and internal indicators (self-assessment questionnaire (3)). Recommendations for future researches are discussed.

Moral intelligence as a predictor of better health: a national cross-sectional survey

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Background: Few studies demonstrated that moral intelligence contributed to better mental health. Nevertheless, no studies currently exist investigating the relationship between moral intelligence and physical health and disease.

Aims: The aim was to examine the potential of moral intelligence to explain health. **Method:** A cross-sectional national survey was conducted. A sex-, age- and region-stratified sample of the population aged 15 and older were randomly selected from voter 2014 registration lists (n = 8,395,132). Data on self-reported health and moral quality of life were collected using a standardized measure during face-to-face interviews (Ethicotherapy quality of life questionnaire, EQLQ). Multiple logistic regression controlling for sociodemographic characteristics was used to determine independent predictors of self-reported health.

Results: Overall, 83.9 % (n = 1518) of the respondents reported to have suffered from a chronic ailment. EQLQ-specific domains of Attitudes towards oneself (OR=0.58, 95% CI 0.41 – 0.82) and illness (OR=1.51, 95% CI 1.17 - 1.97) were the only domains to be statistically significantly associated with a better self-reported health after adjusting for appropriate covariates.

Conclusion: Moral intelligence appeared to be a health promoting resource with a positive impact on self-reported health. The integration of moral intelligence into the existing preventive and disease self-management interventions would be of patient benefit. Future research should focus on patient groups who would respond and benefit from this approach the most.

Motivation to Think and Problem Solving Across the Lifespan

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Background: People differ in motivation to engage in thinking, or need for cognition (NFC). Some people think only as hard as they have to, whereas others seek out situations that involve effortful thinking. Those higher in need for cognition tend to be better at solving problems related to cognitive reflection. This tendency to engage in effortful thinking decreases over time, as older adults self-report being lower in need for cognition than younger adults.

Aims: We aim to test the hypothesis that effortful thinking will predict cognitive reflection across the lifespan. Both younger and

older adults who are higher in need for cognition will perform better on a cognitive reflection test than those who are lower in need for cognition.

Method: 60 younger (M age = 28.75) and 61 older (M age = 65.61) adults completed a short form 5-item need for cognition scale and attempted to correctly solve 7 problems that measure cognitive reflection. The study was administered online and participants were recruited via Prolific.

Results: Consistent with previous research, older participants were significantly lower in need for cognition than were younger participants. Surprisingly, older participants performed equally as well on the cognitive reflection test as the younger participants. As predicted, both older and younger participants who scored higher in need for cognition solved more problems from the cognitive reflection test.

Conclusion: Our results suggest that motivation to engage in effortful thinking, as measured by the need for cognition scale, is associated with a greater tendency to engage in cognitive reflection.

Motivational Predictors of PhD students' life satisfaction and program satisfaction

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Background: Approximately 50% of graduate students in European and other universities of the world do not complete graduate school. Findings from recent meta-analyses indicate that graduate students report higher levels of stress than the general population (Hazell et al., 2020) and reduced levels of well-being (Satinsky et al., 2021).

Aims: The purpose of the study was to identify the best motivational predictors of PhD students' satisfaction with life, program, and intention to complete the program.

Method: The participants were 188 PhD students (M=26.8 y.o., SD=4.2), 63% female. To measure academic motivation, basic psychological needs, quantity, and quality of relationships with supervisor the following questionnaires were used: UPLOC (Sheldon et al., 2017), Doctorate-related Need Support and Need Satisfaction short scales (Van der Linden et al., 2018), Advisory working alliance inventory (Schlosser, Gelso, 2005), life satisfaction (Diener et al., 2009) and assessed the probability of successful PhD program completion.

Results: The best predictors of satisfaction with PhD program and intention to complete it were autonomy and competence need satisfaction, the quality of relationships with supervisor, intrinsic motivation and amotivation. The path analysis linked three basic psychological needs, autonomous motivation, quality of the relationships with supervisor, and the key dependent variables.

Conclusion: Satisfaction of basic psychological needs, as well as intrinsic motivation and the quality of relationships with supervisor are key constructs to explain PhD students' life satisfaction, satisfaction with program and intention to complete it. Brief practical recommendations will be presented to support PhD students' well-being and satisfaction with program.

My Mindful Journey - A Holistic Approach to Promoting Psychological Well-being and Strengthening Social Connections at Bosch Service Solutions

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Background: The starting point for the development of this program was a multitude of feedback indicating that, especially during the COVID-19 pandemic, interpersonal relationships and employee connectedness had declined. Additionally, there were increasing reports of employees facing challenges related to their mental health due to the pandemic. The goal was to create a comprehensive concept that fosters social connections and supports mental health. We use Carol Ryff's Six-Factor Model as the foundation to emphasize our holistic approach to well-being.

Aims: Our primary aim was to develop a program that could address the declining interpersonal relationships, strengthen employee connectedness, and support the mental health of our workforce. We sought to utilize the Six-Factor Model of Carol Ryff to provide a holistic approach to well-being.

Method: Our program was designed with a hybrid format, consisting of various modules. We imparted knowledge through the sharing of relevant scientific insights and the application of positive interventions. To support long-term positive changes, participants collaborated in peer groups for 8 weeks after the in-person modules.

Results: The concept was successfully piloted and evaluated with approximately 70 participants. We achieved a 100% success rate in meeting our set goals and received a 100% recommendation rate. Furthermore, we observed positive effects on employee motivation, engagement, increased productivity, and performance, as well as an improved overall mood and work atmosphere.

Conclusion: My Mindful Journey, underscores the effectiveness of a holistic approach to employee well-being, emphasizing the importance of nurturing social connections and supporting mental health.

Nature connectedness and the appreciation of beauty in nature can promote well being in young adolescents

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There is growing evidence that contact with nature is associated to physical and psychological well-being. Time spend in natural environments increases self-esteem and positive affect, reduces mental fatigue, relieves stress and improves concentration and the ability to perform demanding cognitive tasks (Kaplan, 2001. Keniger et al., 2013. Maller, 2009). Despite these benefits children and adolescents are often deprived from contact with nature as most of their activities are taking place indoors. The aim of this study is to explore the relationship between nature contact, appreciation of beauty in nature and nature connectedness. We also tested the hypothesis that nature connectedness and the appreciation of beauty in nature are associated with subjective and eudemonic well-being. 80 adolescents living in urban environment were asked to complete the Nature Exposure Scale (Kamitsis and Francis (2013), the Appreciation of Beauty Scale (Diessner et al., 2008), the Connectedness to Nature Scale (Mayer & Frantz, 2004), the Warrwick- Edinburgh Mental Well-being Scale (Tennant et al., 2007) and the Life Satisfaction Scale (Diener et al., 1985). The results showed that the relationship between nature exposure and connectedness was partially mediated by the appreciation of beauty in nature. Nature connectedness and the appreciation of beauty were associated with life satisfaction and mental well-being. The results suggest that encouraging nature connectedness and exploring beauty in nature can promote well-being in young people.

Navigating the unknown and retaining who we are: An exploration of threat to participation in personally expressive activities.

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Eudaimonic Identity Theory (EIT) suggests that engaging in activities aligned with one's authentic self fosters well-being and personal flourishing. According to EIT, feelings of personal expressiveness (PE), the subjective experience of eudaimonia in an activity, guide individuals in making optimal identity-related choices and commitments. Two studies of US adults, using correlational and experimental designs respectively, explored the link between personally expressive activities and identity and examined how psychologically flexible individuals navigate threats to their participation in such activities.

The first study empirically probed the relationship between PE and key identity constructs: commitment and passion. Positive associations emerged between personal expressiveness and both identity commitment and passion types. The second study investigated the impact on identity when engagement in identity-rich activities faces varying threat levels. This study returned surprising null results, indicating that personal expressiveness did not significantly impact identity reconsideration. Further analyses explored moderation effects, examining the influence of threat levels on the PE-reconsideration relationship and the role of psychological flexibility. While no significant interactions were found, a consistent and robust positive main effect of high threat on identity reconsideration emerged.

Additional exploratory analyses delved into a nuanced three-way interaction involving personal expressiveness, psychological flexibility, and threat level, influencing identity reconsideration. These findings, along with the observed main effect of high threat on identity reconsideration, offer practical insights into the complex interplay between personal expressiveness and identity, especially under challenging circumstances. The methodology employed paves the way for future investigations, charting potential pathways for varied exploration in this domain.

Neural correlates of meaning in life in resting-state fMRI

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Background: Meaning in life is associated with many aspects of mental and physical health. However, only very few studies so far have examined the neural correlates of meaning in life using resting-state functional magnetic resonance imaging (rs-fMRI).

Aims: In this exploratory analysis, we assess the neural correlates of meaning in life in rs-fMRI using graph theory and network-based statistics.

Method: We analyzed 10 min resting-state data of n = 65 young (18-30 years) healthy adults. Preprocessing was conducted with HALFpipe, timeseries were extracted based on the Brainnetome atlas and regularized partial regression was computed. We then calculated global graph metrics and whole-brain network-based statistics using GraphVar. Meaning in life was measured by the respective subscale of the Sources of Meaning Questionnaire (SoMe). We controlled for age and sex as covariates of no interest.

Results: Network-based statistics identified a subnetwork of subcortical and cortical areas significantly associated with meaning in life. The network comprised – amongst others – regions located in the basal ganglia, the thalamus, the inferior temporal gyrus, the superior parietal lobule and the lateral occipital cortex.

Conclusion: Our exploratory and preliminary results suggest that meaning in life is a valid target of resting-state functional connectivity analysis. More research is needed to replicate the results and to assess whether the effect is specific to meaning in life or shared by other core aspects of well-being.

Neurotechnology Ethics & Digital Empowerment: Exploring the Impact of Technology on Positive Digital Experiences for Neurodivergent Users

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With the rapid expansion of digital technologies and neurotechnologies, online spaces and assistive tools hold promise to foster empowerment and inclusion for neurodivergent users. However, concerns regarding ethics, privacy, and the amplification of social barriers also exist. This mixed methods study explores the multifaceted role technology plays in shaping positive digital experiences for autistic, ADHD, dyslexic, and other neurodivergent users, with a focus on implications for wellbeing and positive psychology. An online survey of neurodivergent adults examines patterns of technological engagement, barriers to access and participation, and perceptions of benefits and risks, with a subset of questions assessing the impact of technology on constructs like resilience, social connectedness, and self-determination. Focus groups and semi-structured interviews with neurodivergent adolescents and young adults will elucidate lived experiences and values regarding technology's ability to enable personal growth, community, and empowerment. Quantitative data reveals key factors impacting digital experience quality, including interface accessibility, cyberbullying, and community belonging, while qualitative findings unpack complex user perspectives on emerging issues like algorithmic bias in AI systems. Using principles of participatory research and positive psychology, the study engages neurodivergent community members in hopes of developing ethical design guidelines and policy recommendations to foster empowering, socially conscious technological development that enhances wellbeing. This research concludes that inclusive technological ecosystems require embedding diversity at all levels, committing to transparent and accountable AI, and upholding neurodiversity – guided by frameworks of positive psychology to ensure technologies enable flourishing futures for neurodivergent individuals.

New Parents' Bond with their Parents and their Perception of their Infant: A Longitudinal Study

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Background: Numerous studies have examined the characteristics that may contribute to parenting. However, little attention has been paid to the characteristics that may contribute to the parents' perception of their infant after the birth of the first child and over time, on a background of previous loss. *Aims:* To investigate the contribution of parental bond and experiences of parental loss to parents' perception of their infants (warmth, invasiveness), and the role of personal growth as a potential mediator in this relationship. *Method:* This study used data from a longitudinal study among new Israeli parents. Participants completed self-report questionnaires in three phases: 1) up to one year following the birth of their first child (n=2,182); 2) six

months later (n=1,045); 3) after another six months (n=811). *Results:* The study revealed associations between background variables and perceived warmth or invasiveness towards the infant. A cross-lag panel model revealed that parental care was linked to perceived warmth, whereas parental overprotection and experiences of parental loss were linked to perceived invasiveness. Personal growth mediated the association between parental care and perceived warmth over time. *Conclusions:* This study sheds light on the significance of parental bond, experiences of parental loss, and personal growth in shaping parents' perception of their infants. The findings highlight the importance of targeted support programs to promote positive parent-infant relationships, emphasizing the need for further longitudinal research to understand the dynamics of these relationships over time.

Not an Easy Fix: Loneliness Mechanisms and The Challenges Posed

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Humans need social connection, attention, and affection. When deprived of these, we experience stress as loneliness. While potentially adaptive, chronic exposure to loneliness drives heightened negative bias, inward-attentional focus, and hypervigilance – factors that may explain the generally small effect size of most loneliness interventions. To illustrate these theoretical mechanisms, we use data from a serial cross-sectional study (n ~ 3500 per year) with a three-year longitudinal sub-cohort (n = 496). Study 1 shows a non-linear inverted-U relationship between duration and severity of loneliness and reports increasingly strong negative impacts of loneliness on self-rated physical health. Study 2 identifies a latent negative emotional-affective cluster of barriers to social connection that is associated with greater loneliness severity. Study 3 shows that emotional-affective elements offer considerably greater explanatory power in predicting loneliness compared to a wide variety of objective social connection measures. Together, these results validate mechanistic theories of loneliness and the need for comprehensive, theoretically informed prevention and treatment.

Online group coaching: a beneficial intervention for postgraduate students

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This qualitative study was carried out during the Covid-19 pandemic to explore the experience of postgraduate students taking part in an online group coaching programme. It showed that this type of intervention can help postgraduate students, regardless of their location, develop connections with their peers and foster a sense of belonging, which may support individual and social wellbeing. The research analysis identified four main themes: experiencing a safe environment, connection with the group, self-awareness, and considering different perspectives. Coaches reported that the online group coaching was useful as it provided a supportive and safe environment for them to share and work through the challenges they were facing. Participants also noted that the emotional connection with the group allowed them to feel heard and able to express their individual (and sometimes difficult) experiences, which they found beneficial. Moreover, working in groups helps students to increase self-awareness, which may have implications for self-development and growth.

Online Vigilance, Mindfulness and Wellbeing in University Students: Moderating Role of Personality Traits and Doom Scrolling

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The present research aimed to investigate relationship between online vigilance, mindfulness and wellbeing in university students and to investigate moderating role of personality traits and doom scrolling. It was hypothesized: (a) there is likely to be a positive relationship between online vigilance and wellbeing in university students, (b) There is likely to be a positive relationship between online vigilance and mindfulness in university students, (c) There is likely to be a positive relationship between mindfulness and wellbeing in university students, (d) Extraversion, agreeableness and neuroticism are likely to moderate the negative relationship between online vigilance and wellbeing, (e) Conscientiousness and imagination are likely to moderate the positive relationship between online vigilance and wellbeing, (f) Doomscrolling is likely to moderate the negative relationship between online vigilance and wellbeing, (g) Mindfulness is likely to mediate the relationship between online vigilance and wellbeing in university students & (h) Personality traits and doomscrolling are likely to moderate relationship in online vigilance and wellbeing via mindfulness. Correlational research design was used in the research. The sample consisted of 244 university students from different public and private universities of Lahore, Pakistan. The Age range of the sample was from 18 years to 25 years (M=22.04, SD=1.90). For assessment, Online Vigilance Scale (Reinecke et al., 2018), Mindful Attention Awareness Scale (Brown & Ryan, 2003), Ryff's Psychological Wellbeing Scale (Ryff & Keyes, 1995), Mini International Personality Item Pool Scale (Donnellan et al., 2006), and Doomscrolling Scale (Sharma et al., 2022) were used. Psychometric analysis, Pearson-product moment correlation and moderated mediation were applied for analyses. Results showed significant positive correlation between online vigilance and mindfulness and negative correlation with wellbeing. Results also showed that moderating effect of online vigilance and neuroticism was significantly negatively mediated by mindfulness. The moderating effect of online vigilance and imagination and moderating effect of online vigilance and agreeableness was significantly positively mediated by mindfulness. Results showed that mindfulness mediated the relationship between online vigilance and wellbeing in university students. Findings of current study have significant implications for researchers to further work effectively in this domain of online vigilance and doomscrolling. This study has crucial implications for students, parents, and instructors in understanding the significance of negative social network addicted habits by designing training programs. In this way they can monitor one's own media patterns to improve their psychological health and general wellbeing.

Optimal functioning and well-being: What role does coaching play?

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Background: Coaching has transformational purpose. It is intended to maximise potential and alter people's way of doing and being, which is ultimately a transformational process that brings about change. Additionally, from a well-being perspective, the focus of coaching is to enhance self-awareness and to facilitate change in behaviour for improved health and well-being outcomes from the medium to the long-term.

Aim: The aim of the study was to determine how integral coaching as a medium facilitate personal transformation towards optimal functioning and well-being for the coachee.

Method: The study followed a qualitative methodology informed by a hermeneutic phenomenological approach which accounts for the study of lived experience and renders a co-constructed understanding thereof based on the integrated application of interpretive lenses of participants and of the researcher. Data came from semi-structured interviews with seven senior leaders after having engaged in an integral coaching programme of a minimum of six sessions. Thematic analysis was applied from a hermeneutic phenomenological perspective.

Results: Transpersonal psychology and positive psychology constructs are relevant and instrumental to coaching. From a transpersonal psychology paradigm, coaching as an intervention enhances personal transformation; and from a positive psychology paradigm, coaching enhances flourishing, and thus has an impact on the optimal functioning of an individual in both a personal and professional context.

Conclusion: The study alerts coaching psychologists to the value of coaching as a platform which focuses on the positive aspects of human nature, applied to help the coachee to increase psychological well-being, to inspire transformation, growth and change.

Optimal Wellbeing: A little sad and not too happy?

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Background: As a core element in the definition of subjective wellbeing, negative affect is hardly integrated in mainstream analysis or conceptualization in wellbeing studies. With robust research in psychopathology that associates negative affect with illbeing, it is mostly assumed that negative affect is undesired and impairs wellbeing. Yet negative affect regulates crucial functions whose breakdown is detrimental to wellbeing. The paradox is not fully explored, and it remains unclear if people value negative affect, and if there exists an “optimal level” of negative affect and positive affect for best wellbeing outcomes.

Aim: The study explores how people perceive the absence of negative affect and the presence of only positive affect in terms of desirability. It also investigates the association between levels of negative and positive affect and optimal wellbeing outcomes.

Method: The study utilizes a 2x2 within-subject experiment, comprising two phases (positive and negative affect) each with two conditions (aversive and value), totaling four trials. In the negative affect phase, participants choose between minimal negative affect (0% in aversive, 1% in value) and a gradually increasing higher level (increases by 2.5% each time the minimal option is avoided), until they either select 100% negative affect or the minimal option. In the positive affect phase, the choice is between maximum positive affect (100% in aversive, 99% in value) and a progressively decreasing lower level (decreases by 2.5% each time the maximum isn't chosen), concluding when participants opt for 0% positive affect or the maximum option.

Result: Data collection before February.

OTZMA Positive CBT Toolkit for Teachers and Students' Resilience during Crisis

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Since October 7th 2023 life in Israel has changed. Traumatic events, grief, stress and ongoing anxiety are part of reality. After 15, 30 and 50 days into the crisis a questionnaire was administered to teachers and students were interviewed. Based on result we provide a practical toolkit, theory-informed approach, that supports an unexpected switch to crisis teaching, promoting well-being of teachers and students and maintaining a positive class climate. Otzma is an applied intervention program based on the positive cognitive-behavioral approach (Positive CBT). Its aims are to create an integrating school system during crisis and trauma which enables to identify, explore and apply strengths, connect to values and virtues, increase the presence of positive emotions, find meaning, cultivate relationships, enhance feelings of control and self-efficacy and promote well-being and resilience. Once a week the teachers meet for a group session. Then, each teacher is leading a session with the students. The program is still on going and it has a tremendous impact showing significant improvement in teachers and students' well-being, daily functioning, and school climate. Preliminary results show that the education system is adapting to a new normal that embraces best Positive CBT practices during crisis. Teachers report they feel less stress and a higher sense of belonging to school and the community. The five leading strengths used are love, empathy, family, faith and hope. Students report teachers provide more support, open communication and empathy and they appreciate learning and meeting friends in class.

P-O Fit Based on SDGs and Willingness to Work: A Moderation Model Examining the Regulatory Focus Perspective

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The study examined how Person-Organization (P-O) Fit based on Sustainable Development Goals (SDGs) influences individuals' willingness to work, considering the moderating role of regulatory focus, distinguishing promotion or prevention-focused personality. The participants (N=211) consisted of white-collar professionals from HR, engineering, accounting, law, etc. in sectors of IT, manufacturing, and banking. A two-phase experimental design was used. In the initial phase, participants completed a survey assessing (a) their alignment with SDGs by indicating their most and least preferred SDGs from a list of fifteen items, and (b) their regulatory focus. After one week, in Phase 2, participants were randomly assigned to one of four fit scenarios: gain (encountering a positive employee review linked to their most preferred SDG), non-loss (encountering a negative employee review linked to their least preferred SDG), no-fit frustration (encountering a negative employee review linked to their most preferred SDG), and no-fit non-loss fail (encountering a positive employee review linked to their least preferred SDG) conditions. Participants were exposed to the four fit scenarios, along with information about the CSR projects linked to one of fifteen SDGs belonging to the condition they were in and they were also asked to indicate how much they were willing to work for the mentioned organization by answering a list of nine items. The effect of P-O fit in terms of SDGs on willingness to work was statistically significant, on the other hand, the moderator effect or regulatory focus personality on this relationship was not statistically significant. The study showed that when organizations align with employees on SDGs, it significantly boosts willingness to work. However, having a promotion or prevention-focused personality doesn't seem to play a significant

role in this connection, offering practical insights for organizations aiming to enhance employee engagement.

Participatory approaches that promote meaningful learning in higher education

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Introduction: In the context of the action-participatory approach, “Tools” are used to mobilize the contributions of students as participants and co-constructors of their learning and to contribute to the answers to the problems posed by the contents of the Curricular Units (CU). These approaches have the capacity to promote the participation and involvement of students in researching a given body of knowledge and at the same time being constructors of their learning.

Objectives: To describe the application of the World Café; Problem Tree; and Mini-Experiential Narratives in the context of three Curricular Units of Postgraduate Courses in Higher Education.

Methodology: The methodology used was a participatory action research approach. Five questions were posed to the World Café in each of the curricular units. Mini-experiential narratives were collected and the Problem Tree was used. 21 students took part in the Group Dynamization/Conflict Management and Personal and Professional Training and Development courses and 24 in the Helping Relationships and Communication course.

Results: A poster on communication in palliative care and a flyer to distribute to health professionals in the services with “good practices for communicating bad news” were produced. An article on Personal and Professional Development in Nursing Supervision, a prototype of a Serious Game to play in the context of the first clinical teaching with nursing students and a poster to present at a Congress were produced.

Conclusions: By using this approach in the teaching-learning process, it was possible to involve all the students in the co-construction of teaching materials and the dissemination of knowledge.

Personal and environmental factors associated with self-reported resilience among social workers

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Background: Resilience is a very significant issue in the context of social work practice and, therefore, receives a great deal of research interest. However, certain factors and combinations of factors that could explain the variability in resilience among social workers have not yet received proper research attention.

Aims: This study aimed to investigate the contribution of several personal factors (gender and length of work experience) and environmental factors (subjection to client violence, social support, and social and economic exchange in the employee–organization relationship) to self-reported resilience among social workers in Israel.

Method: Structured questionnaires were administered to 346 social workers. Four-step hierarchical multiple regression was conducted.

Results: The findings suggest that previous subsection to verbal ($\beta = .128, p < .05$) or physical violence ($\beta = .256, p < .001$) by clients was associated with lower levels of self-reported resilience. Perceived social support ($\beta = .180, p < .01$) and social exchange ($\beta = .152, p < .01$) were positively associated with self-reported resilience. However, gender, length of professional experience, and economic exchange were not significantly associated with self-reported resilience among social workers.

Conclusion: To promote the resilience of social workers in the workplace, policymakers and managers should budget for activities designed to strengthen two aspects: physical safety and mechanisms to strengthen their emotional coping. Moreover, clear, unambiguous policies supporting social worker safety in general, and in the workplace specifically, will likely augment social worker resilience and its downstream benefits.

Personality potential, social conditions, and well-being

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Background: Intentional activity contributes to one’s well-being beyond and above favorable environment and dispositional prerequisites (Lyubomirski, Sheldon, & Schkade, 2005). Personality potential as the person’s agentic capacity for self-determined and self-regulated intentional activity is a predictor of well-being competitive to favorable circumstances.

Aim: The aim was revealing the associations of personality potential with social-demographic variables, life style indicators and leisure activities, as well as well-being indicators.

Methods: We used the representative sample of population of Tomsk region in Russia (N=1511, age 18 to 95, 42.5% men). To assess personality potential, we used a combination of brief measures of trait optimism, hope, depth of future time perspective, hardiness, readiness to change and tolerance for ambiguity; EFA showed that they make a single reliable factor which accounted for 47% of variance.

Results: Higher personality potential was associated with younger age and living in a large city. Respondents with higher personality potential had more varied hobbies, travelled more and spent less time with TV-sets. They had higher level of social trust. Personality potential directly predicted satisfaction with life $r = 0.56, p < .001$) as well as satisfaction with all life domains. In regression analysis it stayed a significant predictor of life satisfaction after the control of social-demographic variables. Moderation analysis suggested that the higher personality potential, the less satisfaction with life depends on perceived social environment.

Conclusion: Personality potential as operationalized in our study seems to be a stronger predictor of well-being than all the environmental factors.

Personality predictors of perceived employability in students. The mediating role of hope for success.

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Background: Personality traits and hope for success can influence perceptions of employability in students preparing to enter the workforce. However, the relationships between specific traits, hope, and employability views is still unclear.

Aims: This study aimed to examine how extraversion, conscientiousness, emotional stability, and agreeableness relate to perceived employability and whether hope for success mediates these associations.

Method: The study analyzed survey data from 926 students assessing personality traits, hope for success, and perceived employability. Regression analyses and path modeling examined the relationships between predictors and outcomes and the mediating effects of hope.

Results: All personality traits except agreeableness directly predicted perceived employability. Hope for success also positively predicted perceived employability and mediated the effects of extraversion, conscientiousness, and emotional stability. For each trait, indirect effects through hope accounted for a significant portion of the total effects on employability views.

Conclusion: Personality significantly impacts students' employability perceptions directly and indirectly through associated levels of hope. Fostering hopeful thinking may strengthen personality's influence on employability beliefs. The findings suggest value in training programs that target personality development and hopeful attitudes to prepare students for the modern job market. Further research can clarify additional mediators between personality and career beliefs.

Personalization and optimization of breathing protocols for relaxation: A randomized crossover trial

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Background: Chronic stress is a common antecedent of physical and mental disease. Self-regulation of autonomic arousal with breath control is a simple and accessible antidote to acute and chronic stress.

Aims: We aim to personalize and optimize breathing protocols to help people self-regulate their autonomic arousal. Self-regulation skills can reduce chronic stress and improve mental health outcomes.

Method: We conducted a randomized, counterbalanced crossover trial with 42 participants to compare the relaxing effects of three breathing protocols varying in the instructed breathing frequency. We measured the breathing frequency with a chest strap to check compliance. Assessment of relaxation included self-reported relaxation, heart rate variability, peripheral temperature, skin conductance, and EEG frequency band analyses. Additionally, we will do subgroup analyses based on self-reported expertise with relaxation therapies and anxious-depressive symptoms to predict relaxation responses to breathing protocols.

Results: At this point, we cannot report any **Results:** We are currently extracting and aggregating the data for statistical analyses. **Conclusion:** To be determined

Physical activity and anorexia nervosa: understanding the connection and providing support

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The prevalence of problematic use of physical activity (PPA) in patients with anorexia nervosa (AN) varies considerably between studies. People affected by anorexia nervosa have a singular relationship with physical activity (PA), ranging from a total absence of practice to a hindrance to management. Some patients maintain a harmonious PA practice for many years, then suddenly switch to problematic PA. This transition is reminiscent of the switch from harmonious passion to obsessive passion.

We will present the story of a young girl who experienced this changeover. In the literature, very few clinical cases are described, yet the ideographic approach is indispensable for a better understanding of such a phenomenon. This complex transition raises crucial questions about understanding the underlying dynamics that can lead to a radical change in a person's relationship with PA. By analyzing this particular situation, we will explore the predisposing, triggering and perpetuating factors that may contribute to this transition, while highlighting the clinical implications and potential therapeutic approaches. These elements will help to better target caregivers' interventions and develop personalized strategies to help these individuals re-establish a healthy balance in their PA practice, thus promoting their management of AN.

Pilot testing the efficacy of a mental health literacy program on mental health, self-compassion, coping, and hope

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Aims: Literature suggests mental health literacy (MHL) programs effectively promote good mental health indicators. Nonetheless, MHL programs have not successfully integrated good mental health and mental illness contents and efficacy studies have overlooked coping, hope, and self-compassion, which are key to mental health. This study aims to test the efficacy of a 4-session MHL program.

Method: This controlled pilot study compares results of experimental condition (MHL program; n = 19) and control condition (wait-list control; n = 14) in three assessment moments (pre-intervention, post-intervention, 3-month follow-up) using Intention to Treat (ITT) analysis and Reliable Change Index (RCI). Participants: adults working in unemployment centers. Primary outcomes: negative MHL; positive MHL; Secondary outcomes: mental health, coping, self-compassion, hope.

Results: ITT analysis did not find interaction (Time x Group) effects, except for anxiety and positive symptomatology, which seemed to be significantly lower in the control condition. Within-group changes were found over time, particularly significant increases in emotional and instrumental support coping in the experimental condition and decreases in psychopathological symptoms in the control condition. RCI found more participants significantly increased compassionate responding in experimental condition, and more participants increased uncompassionate self-responding in the control condition.

Conclusions: Implications for future research and preventive practice are discussed.

Positive Aspects of Sensory Processing Sensitivity: the Relationship between Sensory Processing Sensitivity, Creativity, Empathy and the Moderating Role of Openness to Experience

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Background: Processing Sensitivity describes differences in individual sensitivity to environmental signals. In 20-30% of the population there is increased sensitivity; high sensitivity. **Aims:** The aim of this research is to test whether high sensitivity and in particular the Aesthetic Sensitivity (AES) component, i.e. being able to enjoy beauty and being open to positive experiences, is associated with every day creativity and empathy and whether the personality trait openness to experiences makes this even more apparent.

Method: A cross-sectional on-line questionnaire study was conducted among 291 participants (22.3% males, mean age 44 years (SD 15 years)) recruited from psychology and coaching practices, as well as in the researchers' immediate social network. Data were analyzed using multiple regression analyses.

Results: High sensitivity was positively related to everyday creativity ($\beta = .23, p < 0.001$) and empathy ($\beta = .38, p < .001$). AES was positively related to everyday creativity ($\beta = .51, p < 0.001$) and empathy ($\beta = .32, p < .001$). Being open to experience did not moderate the association between high sensitivity and respectively creativity ($F(1,285) = .27, p = 0.60$) and empathy ($F(1,285) = .04, p = .84$).

Conclusion: Rooted in the Sensory Processing Sensitivity theory, this study confirms the presence of positive aspects of high sensitivity such as everyday creativity and empathy. Strengthening these positive aspects could help highly sensitive people to flourish.

Positive emotions in video game streaming beginners

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Video gaming is a leading leisure activity related to intense emotions. Many players enhance their gaming experience further by video game streaming - broadcasting gameplay to an audience. Little is known about how streaming influences emotions, cognitions, and physiological processes. Building upon the socio-affective model of gaming, we hypothesized that during video game streaming (relative to non-streaming gaming), players increase positive emotions and game enjoyment. However, they also might respond with a greater stress response, resulting in more concurrent negative emotions and physiological arousal. The participants (N = 115, 37% women) played 'Among Us' in two counterbalanced 30-minute sessions, i.e., streaming vs. non-streaming. They reported emotions and situational cognitions after each session. Cardiovascular responses were measured continuously. We found that streaming enhanced positive emotions with moderate effect sizes for happiness, amusement, excitement, ecstasy, awe, and curiosity, $ps < .05$, Cohen's ds between 0.44 – 0.54. While streaming, players also experienced lower levels of negative emotions, such as anger but higher levels of anxiety and shame, $ps < .05$, ds 0.31 – 0.33. The heightened negative self-conscious emotions observed may stem from the increased perception of being under scrutiny and evaluation during streaming, $ps < .05$, ds 0.89 – 1.11. During streaming, players responded with large increases in cardiovascular activity up to hypertensive levels for systolic blood pressure, $ps < 0.05$, η_s^2 0.12 – 0.29. These findings are the first to indicate that video game streaming is an affective booster that elevates enjoyment and positive emotions with some costs in negative emotions and physiological load.

Positive experiences as embodied and embedded in the lived space: an experience mapping approach

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Background: Lived experiences are embodied within us and embedded in our environment. Embodied and embedded experiences encapsulate the complexity of a person's positive and negative emotions, self-regulation, and relationship processes.

Aims: Building upon the foundations of systemic thinking and environmental psychology, we have developed the experience mapping (experiMAP) procedure and applied it in various settings to qualitatively investigate embodied and embedded subjective experiences. **Method and Results:** We present the setting and tentative results from three ongoing research where we used a specific type of the experiMAP procedure.

The Experience Map of the Home was used to explore intra-family processes in parental couples (N=24) raising children with atypical development. The Experience Map of the Workplace explored physicians' (N=28) workplace self-regulation processes and their role in resilience. By applying the Experience Map of the Life Space, we studied health trajectories of inflammatory bowel disease (IBD) patients and their partners (N=16 couples), their health self-management in the home and outside the home environment, and the role of relational experiences in maintaining their mental well-being. Through tentative excerpts and interpretations of the qualitative data from the three studies, we argue for the unique added value of inquiry toward place-related aspects of subjective experiences.

Conclusions: By employing experiMAP, we gain a deeper understanding about individuals' emotions, emotion-laden behaviors, and relational processes within specific places. Whether it be their home, workplace, or other significant life spaces, through an experiMAP-based assessment, we can evoke emotionally significant embodied and embedded experiences.

Positive Intervention for Identity Negotiation of Adult Intercountry Adoptees

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Research in the field of mental health among intercountry adoptees has often revolved around the disease model, which tends to pathologize and potentially retraumatize their experiences. Conversely, there has been limited attention given to understanding their healthier sense of selfhood. To address this research gap, this study employs thematic qualitative research to explore intercountry adoptees' journey towards family reconnection where their significant life events are incorporated as triggers and coping mechanisms, responding to their lack of biological reference to their identity. Consequently, this study investigates how integrating these life events into a coherent life story may contribute to a deeper understanding of identity development among intercountry adoptees. The study also identifies positive interventions that can support intercountry ad-

optees in negotiating their self-continuity.

Positive Leadership in the Workplace

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Background: Dr. Merethe Drønner, Ph.D. in Organizational Leadership and Associate Professor, presents a new theory of Positive leadership, as presented in her brand new book called Positive leadership (Springer). Her theory consists of 10 factors, levelled on 3 areas; 1) factors within the leader him/herself, 2) factors in his/her exercise of leadership and 3) results of positive leadership in the employees.

Aims: The goal is to develop and expand the concepts of positive psychology used in leadership. As positive psychology is a young research discipline, new theory conception expands and develops the field. This new theory includes facets of leadership that includes 2 factors inside the leaders and 3 results in the employees as well as 6 factors in the execution of leadership. The results in the employees are seen in the areas of engagement, attitudes and peak performance.

Methods: Theory conception based on existing organizational, leadership, positive psychology and motivational theories.

Results: A new conceptual framework of Positive leadership. As well as steps for execution of leadership.

Conclusion: A leader that wants to use positive psychology in his/her leadership must also consider and reflect on factors inside themselves in addition to the exercise of leadership. Then they can achieve results in their employees on engagement, attitudes and peak performance.

Positive mental health and quality of daily experience: A real-time sampling study among persons with Major Depressive Disorder in remission

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Background: To improve treatment for persons with Major Depression Disorder (MDD), research suggests investigating mental health, besides mental illness, and identifying individuals' assets besides impairments. Moreover, while mental conditions and functioning of persons with MDD are mostly assessed through single-administration retrospective instruments, repeated data collection through real-time sampling procedures could provide more fine-grained information on patients' daily experience.

Aims: This study was aimed to investigate the positive mental health of persons with MDD in remission and its relationship with their self-reported daily experience.

Method: Participants were 74 persons with MDD (Mage=48.11; 71.6% women) stabilized through pharmacological treatment. They completed the Mental Health Continuum-Short Form (MHC-SF), and one weekly session of Experience Sampling Method (ESM), providing 2275 real-time self-reports about their time-budget and associated experience, assessed through cognitive, affect and motivational variables.

Results: Based on MHC-SF diagnosis, 14.9% of participants were languishing, 60.8% were moderately mentally healthy, and 24.3% flourishing. ANOVA comparisons of the daily experience assessed through ESM revealed significant between-group differences. Particularly, flourishing participants consistently reported higher levels of concentration, involvement and happiness as well as lower levels of apathy, sadness and anxiety as compared to both languishing and moderately healthy individuals. No consistent significant differences were detected between the two latter groups.

Conclusion: The association between positive mental health and daily experience observed in this study underscores the need to jointly assess ill-being and well-being indicators and to contextualize them in individuals' everyday lives, in order to devise comprehensive, grounded and personalized intervention programs.

Positive mental health in childhood and early adolescence in the context of a psychopathological foundation. Presentation of first results of a pilot study

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The conceptualization and measurement of subjective well-being (SWB) and mental health differ greatly (e.g. hedonic/eudaimonic/hybrid; unidimensional/multidimensional). Taking into account the fundamental dialectic, SWB can be understood not only as an expression of positive experiences, but also of the negative aspects of life (Ryff & Singer, 2003). As Delle Fave et al. (2011) express, it is not about a dichotomous polarization, but about the balance of two aspects in their entirety. Against this background, a dual-factor model of mental health (e.g. Suldo et al., 2016) appears to be a suitable approach for combining both positive psychology and psychopathological constructs in one model. However, the previous conceptualizations of dual-factor models are based on one-dimensional conceptualizations. Since SWB and mental health can be understood as complex constructs with various sub-dimensions, this approach is associated with certain limitations. For example, the assumption that the measurements are reflective can be problematic from a psychometric perspective (Marsh et al., 2020) or the lack of differentiation of dimensions is not suitable for investigating profiles of SWB. As part of a three-year longitudinal study starting in February 2024, this article presents pilot data from a sample of 240 students aged 8 to 13 years (online questionnaire). In contrast to adults and adolescents, there are particularly large evidence deficits for this population. The contribution presents initial arguments for the validity of an instrument on positive mental health in childhood and early adolescence based on the criteria for general mental disorders set out in the ICD-10 and DSM-5.

Positive Organisational Psychology 2.0: Embracing The Technological Revolution

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Positive Organizational Psychology (POP) has experienced significant growth in the past two decades, contributing to our understanding of work-related well-being and performance. However, the discipline is now on the cusp of a new wave of research and innovation that may reshape its discourse. This paper introduces the concept of "Positive Organizational Psychology 2.0" (POP 2.0) as an evidence-based, data-driven field that utilizes technological advancements and human-centred design to understand and enhance positive characteristics of individuals, organizations, and society for optimal psychological functioning, wellbeing, and performance. The presentation begins with an overview of POP's emergence, highlighting its key characteristics and exploring the factors behind its rapid growth and declining relevance. We then conceptualize POP 2.0, outline its defining features, and advocate for a broader scope, expanded focal audience, enhanced methodologies, and transformative role shifts for practitioners. We conclude by outlining opportunities, challenges and perspectives for the next wave of innovative research.

Positive Outcomes of International Business Trips

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Many researchers claim that international business trips (IBT) are likely to evoke negative feelings because of the overload and life disruptions they cause. Negative outcomes include disruptions to health and strained family and social relationships (Mayerhofer et al., 2004), as well as stress and burnout. However, IBT can also lead to positive outcomes because of the sense of accomplishment and the break in routine they provide. We focus on positive aspects of IBT to enhance the positive impact of such trips.

Makela and Kinnunen (2018) found that well-functioning travel arrangements and post-travel recovery were related to travelers' vigor

and that positive outcomes were related to enhanced professional status, and knowledge of different cultures. Others found that control over business trip schedules and satisfaction with the trips were related to increased levels of vigor. Furthermore, some found that the vigor crossed over from travelers to their spouses (Westman et al. 2009). IBT enable the travelers to gain resources, thus activating a positive motivational process. IBT offer diverse experiences that develop new resources which contribute to career success and satisfaction. IBT help to develop cultural skills and knowledge, and the ability to interact with people from other cultures. Specific positive outcomes include personal growth, enhanced well-being, escape from routine, and more focused family activities after returning home. It appears that IBT can be an opportunity to achieve resources, well-being and other positive outcomes despite some physical, psychological and family hardships of the trips. HR departments should focus on practices to increase these positive outcomes.

Positive Psychology and Social Work as a discipline and profession: More and concrete research is needed

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Social workers do not usually come into explicit contact with theories and practices of Positive Psychology during their studies, even inclusion, participation). In addition, they accompany people in severe psychosocial crises and support them in developing their individual resilience as a positive motor for development. To do this, they themselves need professionally substantiated training in order to initiate positive developments, to expand and become independent and to practise appropriate self-care. This contribution explores the question which constructs future social workers themselves perceive as relevant based on their previous practical experience and which they demand to deepen their knowledge. Therefore, the content of a regular seminar on the topic of "Positive Psychology in Social Work" was quantitatively analysed over a period of four years. It was found that the constructs "serenity", "happiness" and "trust" were of particular interest, followed by "forgiveness", "creativity", "resilience" and "humour". The results are presented and a discussion is initiated on the need for research with explicit reference to social work, taking current studies into account. If Positive Psychology wants to support the psychological substantiation of social work as a discipline and profession through applied research, it must address practical challenges more strongly and concretely.

Positive Psychology Coaching in Bhutan: Playful Pathways to Happiness

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Background: Bhutan's Gross National Happiness aspires for collective well-being, yet individual experiences vary. Can Positive Psychology coaching, infused with playful activities, bridge this gap? This study explores playful interventions to enhance Bhutanese happiness.

Aims: Align: Understand how coaching influences Bhutanese happiness views and aligns with cultural values. Bridge the Gap: Explore how playful activities connect national GNH and individual well-being.

Play for Sustainable Happiness: Investigate if playful coaching fosters long-term happiness by cultivating positive change behaviors.

Methods: A diverse group will be recruited through community outreach and snowball sampling. Participants will undergo coaching sessions incorporating playful activities like storytelling, role-playing, and collaborative problem-solving. Pre- and post-intervention assessments will measure happiness, well-being components, and GNH alignment using quantitative and qualitative research.

Hypothesized Results: Coaching will enhance individual happiness and well-being by nurturing strengths, fostering positive emotions, and aligning with cultural values.

Playful activities will bridge the GNH gap by providing a fun platform for practicing positive behaviors and experiential learning. Positive change behaviors learned through play will lead to sustainable happiness by equipping individuals with coping skills

and maintaining subjective well-being in the long term.

Conclusion: This study has the potential to significantly contribute to our understanding of happiness and well-being in Bhutan. By exploring playful interventions, we can pave the way for sustainable happiness initiatives that empower individuals and contribute to the collective well-being of Bhutan.

Positive psychology in action through the cognitive empathy training

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Background: To address the increasing number of emotional and behavioural disorders of school children, the teacher has to possess a good set of “helping tools” including cognitive empathy. A course “Cognitive Empathy in Relationships” (4 ECTS, 8 four-hour sessions) was designed for MA students majoring in teacher education or in school psychology at Tallinn University.

Aims: The course served to:

a) provide students the academic knowledge of positive psychology, empathy, social cognition and person perception; b) train the practical skills of analysing and understanding situations in relationships; c) increase the level of empathy, subjective and psychological well-being of the course participants; and d) empirically test the achievement of the psychological objectives of the course. **Method:** Course participants (14 participants) were tested at the beginning and at the end of the course on empathy, forgiveness, personality traits, positive and negative affectivity, psychological and subjective well-being. In addition, at the end of the course four open-ended questions were answered. **Results:** At the end of the course, participants’ test scores were higher in subjective well-being, cognitive empathy, tendency to forgive. There were no differences in personality traits, emotional empathy, psychological well-being, positive and negative affectivity. All respondents rated the course knowledge as useful, the course itself as positive and necessary, and the course as attitude-changing. **Conclusion:** The created course in cognitive empathy increased the participants’ level of cognitive empathy over a 3-month period, changed attitudes towards forgiveness, and increased participants’ subjective well-being.

Positive Psychology in Sales: Intervention to Develop Psychological Capital

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As positive psychology moves into the workplace, researchers have demonstrated the desirable impact of positive organisational behaviour. Specifically, psychological capital improves employee attitudes, behaviours and performance. Advancing research into the impact of psychological capital on sales is essential, given the need for a comprehensive positive approach to boost sales performance, offset the high cost of salesperson turnover, improve cross-functional sales interfaces and enrich customer relationships. This project aims to design, implement and evaluate an intervention that develops psychological capital to improve performance in the sales sector. The intervention has been ongoing since September 2023 and will include the preparation, screening, action planning, implementation and evaluation phases. The results will be available until the end of June. The Psychological Capital Questionnaire (PCQ-24) is applied at two points (before and after the intervention). Focus groups, interviews and workshops are being conducted at various stages. Quantitative Analyses are being conducted using IBM SPSS Statistics (Version 28), and qualitative content analysis has been performed using Microsoft NVivo 12. We expect that the intervention will improve the psychological capital of workers and consequently increase the performance in the sales sector. The results of this study should benefit the Work, Organizational and Personnel Psychology field, providing valuable insights for further studies on the importance of Psychological Capital. Such insights can help Human Resources professionals implement strategies to enhance Self-efficacy, Hope, Optimism and Resilience.

Positive Psychology Practitioners: From Ideation, To Practice, And Beyond

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Despite the growing interest in positive psychology, practitioners often face challenges in translating their education into sustainable and successful practices. This difficulty is underscored by data from the U.S. Bureau of Labor Statistics (2022), which shows that 20% of new businesses fail within the first two months, 45% within the first year, 50% within the first ten years, and only 25% survive beyond fifteen years. Given the proven impact of positive psychology tools globally, it is crucial to equip emerging practitioners with the necessary skills, abilities, and strategies to transition their ideas into thriving practices. To address this need, a qualitative study was conducted with 30 participants, comprising 15 established positive psychology practitioners and 15 executive business leaders. The study gathered insights on how these professionals successfully navigate the journey from ideation to practice and beyond. The findings will provide a roadmap for new practitioners and executives, guiding them in making a positive impact within their organizations and the broader community. The study will delineate the essential tools, theories, models, and concepts from positive psychology that have been effective for established practitioners and executives. Understanding these key elements will enable upcoming professionals to make informed decisions about their practice and leadership development, helping them avoid common pitfalls and adopt proven strategies. Additionally, the study will offer valuable insights into the future role of AI in positive psychology and work. It will provide predictions on how AI is expected to influence professional practices in the coming decade, enabling practitioners and executives to prepare for technological advancements and integrate them effectively into their practices and organizations.

Positive Psychopathology and Positive Functioning: OCD, Flourishing and Satisfaction with Life through the Lens of Character Strength Underuse, Overuse and Optimal Use

Littman-Ovadia Hadassah ¹, Freidlin Pavel ¹

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Theoretical propositions suggesting that character strengths (CSs) may have darker sides have triggered a new wave of studies, providing novel insight into the role that misuse of CSs play in psychopathology. Pioneering research in the field has addressed the challenge of constructing an instrument for measuring over/under/optimal use of CSs, and explaining the role of specific strengths’ underuse or overuse in social anxiety disorder. The present study sought to continue this line of research by examining the role of specific strengths’ underuse-overuse in obsessive-compulsive disorder (OCD). An international sample

of 970 adults completed online questionnaires derived from a CSs website. We first replicated findings that general CSs' underuse and overuse were associated with negative outcomes, while optimal use was related to positive outcomes. Second, we found obsessive-compulsive symptoms (OCS) to be associated with the overuse of social intelligence, judgment, appreciation of beauty and excellence, fairness, perseverance, and prudence, as well as with underuse of forgiveness, self-regulation, curiosity, and creativity. Using simultaneous regression, the noted misuse of strengths, not including the overuse of perseverance and the underuse of curiosity and creativity, accounted for almost a quarter of the variance in OCS. Using discriminant analysis, the combination of the overuse of social intelligence, judgment, appreciation of beauty and excellence, fairness, and prudence, as well as the underuse of forgiveness and self-regulation, successfully re-sorted 89.3% of the participants into those that do and do not have clinical levels of OCD. Findings provide support to the role of strengths misuse in psychopathology.

Positive Psychopathology: Manic Behavior and Depression through Character Strengths Under and Overuse Communities

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Recent research has utilized network analysis to identify communities of character strengths, resulting in the discovery of four communities: Discernment, Interpersonal, Responsibility, and Energy. In this study, we aimed to replicate these communities and explore their relevance to psychopathology.

Prior research indicates the strengths under-overuse is superior to a positive conceptualization of strength in explaining psychopathology. We hypothesized that under-overuse communities would provide a better understanding of depression and manic behavior than the strengths communities.

In analyzing an existing international sample of 970 participants, we replicated all four strengths communities. Our findings indicate that all communities of strengths significantly explained depression, with the Energy community explaining the most variance. Additionally, all four strengths underuse communities were predictive of depression, with the Lethargic community explaining the most variance. In contrast, only the Responsibility community of strengths explained manic behavior, while all four communities of strengths overuse were predictive of manic behavior, with the Turgid community explaining the most variance.

Overall, the under-overuse communities were more effective in explaining these disorders than the strengths communities, providing a novel outlook on psychopathology. Future research should replicate and validate these findings and extend them to other disorders.

Positive reactions to campus diversity: majority members' acculturation relates to two PERMA subdimensions--positive affect and meaning--in home university students

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The University of Oxford's mission statement for 2024 notes creativity and flourishing among its core aims and values. With cultural diversity increasing in English universities, a better understanding of how cultural maintenance and cultural adoption interact with these fundamental aims would be welcome. Decades of acculturation research involving minority group members support a relationship between following an integration strategy and experiencing cognitive and psychological benefits. An emerging literature explores majority members' acculturation (i.e., how members of dominant cultural groups experience cultural change due to globalisation), yet no research has yet considered whether following an integration strategy might hold cognitive and psychological benefits for majority group members.

To investigate this, we collected data from 323 white, British home university students. Following a person-centred approach, latent profile analysis revealed two acculturation strategy profiles: integration (maintaining the national culture while adopting international students' cultures; 46%) and undifferentiation (neither endorsing nor rejecting both cultural dimensions; 54%). Follow-up ANCOVA analyses indicated those who followed an integration strategy experienced more positive affect and meaning (PERMA-Profilers) than those who followed undifferentiation. Null results were found for cognitive flexibility, highlighting a need for further examination of this question, perhaps using objective, task-based assessments. Longitudinal data exploring these variables plus creativity (K-DOCS) and curiosity-exploration (CEI-II) is currently being collected and will also be presented. Universities that value creativity and flourishing in their students should enable pathways to more fruitful intercultural exchange among their studentry to ensure no potential resource remains untapped.

Majority members' acculturation, student well-being, flourishing, creativity, PERMA, cognitive flexibility, creativity-exploration.

Positive Social Media Use is Associated with Life Satisfaction, Autonomy, Competence and Relatedness: A Survey Study Spanning 35 Nations.

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Background: Time spent on social media has risen rapidly in recent decades. Most psychological research exploring this phenomenon has focused on problematic social media use, frequently exploring posited links with psychopathology and broader health problems. Very few studies, however, have attempted to explore how social media use might also contribute to positive psychological states.

Aims: Using a the PERMA framework, this study explored the association between self-reported social media use and psychological wellbeing.

Method: Based on data from the 2023 global digital wellbeing survey the study spanned 35 nations (N = 35,000) and seven world regions. Along with other items, participants completed a measure of positive social media use, comprised of five questions assessing positive emotions, engagement, relationships, meaning and achievement (PERMA) in the context of social media use. Participants also completed single-item measures of life satisfaction, autonomy, competence and relatedness.

Results: As hypothesized, positive social media use was positively correlated with life satisfaction, autonomy, competence and relatedness. A regression analysis found that this association between positive social media use and wellbeing variables remained even after controlling for demographic factors such as age, gender, education and employment status. Alongside the current focus on cyber-psychopathology and problematic social media use, there is a need for complimentary research exploring the ways in which social media use might actively contribute to wellbeing.

Positive Thinking Remastered: The Reality of the Role of Negativity & Emotions in the Pursuit of Goals

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This research challenges the presumed link between positive thinking and goal success, acknowledging growing concerns about mental health and stress. Employing a mixed methods approach, including a Q Method study, it uncovers diverse perspectives on goal pursuit. Through a literature review and survey, 40 'Clarity Card' statements capture subjective thoughts. Findings reveal four Goal Pursuit Viewpoints—Positive, Realistic, Dreamer, and Conflicted. Contrary to assumptions, Positive and Dreamer perspectives don't consistently correlate with success. Realistic viewpoints, marked by pragmatism and often involving anxiety and stress, more consistently achieve goals. This study provides valuable insights into goal pursuit dynamics, emphasising the need to consider both positive and negative states. It challenges the effectiveness of promoting positive thinking in coaching and personal development, proposing a more balanced approach recognising the normalcy of negative states. In conclusion, "Positive Thinking Reexamined" advocates for a paradigm shift, promoting a holistic perspective that accommodates the intricate interplay between positive and negative mental states and emotions.

Positive Vocational Identities among Resettled Refugees

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Every year, thousands are driven from their home countries by wars, poverty, and political persecution. They leave behind familiar lives and potential careers, hoping to reconstitute these in their new countries. Building on positive organizational scholarship and narrative identity theory, this study explores how refugees maintain and construct positive vocational and personal identities amidst potentially conflicting work-related master narratives of their countries of origin and resettlement. Qualitative interview data were collected from four refugee groups: Arab refugees in the U.S. and Canada, along with Hmong and Somali refugees in the U.S. We explored refugees' master narratives, vocational opportunities and barriers, and meanings of positive vocational and personal identities through a Reflexive Thematic Analysis. Our analysis revealed preliminary themes characterizing refugees' master narratives, including making a community impact, centrality of children's futures, cultural and religious meanings of a vocation, perceptions of women's vocational opportunities, importance of self-efficacy in success, and education as a gateway and respect enabler.

Further, we identified language proficiency, supportive networks, and vocational satisfaction or dissatisfaction as central vocational opportunities and barriers impacting refugees' vocational trajectory after the resettlement. Finally, refugees expressed positive vocational and personal identities through narrative reports, highlighting instances of self-growth, experienced esteem, virtuous behaviours, and experienced ambivalence towards identity integration at work.

We suggest that future research addresses in-depth alternative narratives created by women and the impact of master narrative

Predicting Occupational Accidents and Job Satisfaction: An Application of Job Demand- Resource Model

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Research Aims: Based on Job demand-resources model, this study examined whether job resources and job demands relate to occupational accidents and job outcomes (e.g. job satisfaction) of new migrant workers in Hong Kong.

Theoretical Background: Compared to local workers, non-local or migrant workers are usually found to experience higher level of job accidents and lower job satisfaction. Researchers usually attribute this to higher employment rate in riskier or the 3 "D"s occupations. This study expands the focus by using the job demands-resources model to evaluate potential stressors or resources that might contribute to the occupational accidents and job satisfaction among non-local / migrants workers in Hong Kong.

Design/Methodology/Approach/Intervention: Data were collected via self-administrated survey. Local NGOs were contacted and referred their clients to participate in this study. A total of 666 participants were recruited. Among them, 132 were male and 534 were females (average age = 36.16, SD = 7.72)

Results obtained: Structural equation modelling was used to examine the model. As hypothesized, job resources were positively related to work engagement, while job demands were positively related to emotional exhaustion. Job demands and job resources were also directly predicting occupational accidents and job satisfaction. However, work engagement and emotional exhaustion did not predicted the outcomes.

Limitations: There is a lack of comparison group (e.g. local worker) to address whether these factors are uniquely or predicting migrant workers outcomes.

Research/Practical Implications: This study identified key job resources and job demand that contribute to occupational health outcomes of migrant workers. Findings will inform policymakers and governmental bodies to devise strategies to support occupational health among non-local workers.

Originality/Value: This is the first attempt to examine occupational accidents and job satisfaction issue among new migrant workers by the job demand-resources model.

Predicting Statistic Anxiety by Attitude toward Statistics, Statistics Self-Efficacy, Achievement in Statistics, and Academic Procrastination among Students of Social Sciences Colleges

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Background: Statistic anxiety is the feeling of worrying and tension that students experience when taking statistics courses, especially in social sciences programs. Studying statistic anxiety and the related variables is crucial because this anxiety negatively and significantly affects students' achievement and learning.

Aims: This study aimed at identifying the prevalence of statistic anxiety among students in social sciences programs and analyzing the relationship between statistics anxiety and four key variables: attitude toward statistics, statistics self-efficacy, achievement in statistics, and academic procrastination.

Sample: A total of 440 students from all statistics sections offered in the social sciences programs in a four-year public medium-sized university in UAE participated in this study.

Method: Students participated by responding to a package that has four instruments: Statistics Anxiety Scale, Attitudes Toward

Statistics, Current Statistics Self-Efficacy, and Procrastination Assessment Scale.

Results: More than 27% of students have above average statistics anxiety. Significant correlations were observed between statistics anxiety and each of attitude toward statistics course (-.34), academic procrastination (.33), and achievement (-.35). On the other hand, attitudes toward statistics and statistics self-efficacy have non-significant correlations. The four variables together predict more than 32% of the total variance of statistics anxiety, and the best predictor was procrastination followed by course attitude.

Conclusion: Statistics anxiety is prevalent among students in social sciences programs. Statistics instructors must be ready to deal with reducing it. Several procedures have been suggested to reduce statistics anxiety but improving attitudes towards statistics courses is the key factor in this regard.

Predictors of dropout intention in French secondary school students: The role of test anxiety school, burnout and academic achievement

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Introduction: School dropout intention and academic achievement are two crucial risk markers for school dropout. Past studies have shown that school performance plays a mediating role in the models explaining dropout intentions. School burnout and test anxiety have been identified as predictors of academic performance and school dropout. However, their combined effect on the intention to leave school has not yet been investigated.

Methods: We aimed to address this gap by exploring the predictors of school dropout intention in a sample of 205 French secondary school students. An test anxiety scale and a school burnout scale were proposed at the beginning of the year. School dropout intention and GPA were collected at the end of the year.

Results: Regression analyses have identified that facets of school burnout (devaluation) and test anxiety (cognitive interference) explained the school dropout intentions together with academic performance. Grade Point Average (GPA) was also a mediator of the effects of these variables on the intention to drop out of school.

Discussion: The findings highlight the need of acknowledging assessments as a school stress factor that could lead to health problems and intentions to drop out of school.

Process Drama as a positive intervention against bullying in schools

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The professional burnout among medical staff has been growing up drastically quickly in Poland Compassion-based approaches within medical settings offer a potential means of generating greater psychological well-being for doctors, nurses and the wider medical community. Kirby, Tellegen and Steindl (2017) revealed moderate effect sizes for compassion based training in reducing symptoms of depression, anxiety, and stress, as well as increasing individuals' levels of compassion, mindfulness, and well-being in both clinical and non-clinical populations. The training also included basic psychoeducation as to the relationship between emotion, cognition and the brain, as well as the motivational drivers of behaviour. A hospital, as a healthcare institution, should provide its workers with adequate professional and personal support]. An integrative review showed the importance of enhanced social support and the important role hospital authorities play in promoting support for burned out employees Other studies found that respect of and concern for others, as well as recognition for employees, were among those attributes that showed higher rates of work-related satisfaction in employees, which may be relevant for preventing burnout. In presentation the main principles of the training for medical staff in selected hospitals will be discussed as well as the first findings of the project realized

Professional development program for teachers: cultivating sense of purpose and well- being

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Despite the challenging work conditions in Brazil, 8 out of 10 teachers want to continue working in education. Thus, based on Positive Psychology principles, we investigated how a professional development program can help teachers cultivate a sense of purpose and well-being. We developed a program with 13 teachers from a public school in São Paulo (Brazil). Methodologically, we characterize our study as action research within a longitudinal qualitative approach, using the Theory of Organizing Models of Thinking (OMT) as our theoretical and methodological instrument. OMT is a theory of mental representation conceptually supported by Piaget's theory and the mental models of Cognitive Psychology. Teachers answered a questionnaire before and after the program, and the analysis comprised both the surveys and the meetings. In this process, we sought to identify conservation and changes in these teachers' purpose. Findings reveal that teachers organized their meanings of teaching not only from a professional dimension but also from personal and social ones, within the following elements: Self, Family, Teaching Profession, different Institutions, Student, Teacher x student relationship, and Students' education. By organizing meanings in all dimensions, purpose played an essential role in expanding and connecting the elements, thus guiding a processual and agentic movement that highlighted the meaning of teaching in their lives. Quantitative results showed that all teachers spontaneously reported having had their lives impacted during the period of the program. Among them, 69% directly associated the benefits with the course content, and 92% reported some improvements in well-being in the period. Purpose, professional development program, teaching, well-being.

Promoting intergenerational relationships and flourishing in a low-income community in South Africa.

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Relationships formed between generations improves communities by combating stereotypes and social isolation as well as a transmission of relevant cultural values. In addition, close intergenerational interaction enhances sense of purpose, learning of new skills and sense of belonging to community members. However, there is evidence to show that generational gap is widening due to the fast-changing lifestyles influenced by diverse ideologies. In a similar vein, there is extant evidence pointing to less flourishing among individuals from low-income communities. Despite these apparent challenges, there are few psychological interventions designed to improve intergenerational relationships as well as flourishing in the South African context, especially now in the aftermath of COVID-19. As a result, the purpose of this study is to develop and determine the efficacy of an intergenerational programme and flourishing intervention for a low-income community in South Africa that might be beneficial for improving intergenerational relationships of the community as well as well-being. The study will be conducted in one of the black townships located in the north-eastern part of the City of Tshwane, Gauteng, South Africa. The study is a concurrent mixed method study which allows for the use of qualitative and quantitative data collection methods simultaneously. The current project holds the potential of contributing toward creation of unique and valuable connections among different generations. Additionally, the study might provide the opportunity for both older people and young individuals to learn from each other as well as improve levels of flourishing.

Promoting psychological health with mindfulness and positive psychology interventions - Effects of online-based short-term interventions on well-being, stress, mindfulness, resilience, optimism and gratitude

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Background: Effectiveness of mindfulness and positive psychology interventions for outcomes like well-being, stress and resilience has already been documented. But past research mostly focused on relatively long intervention periods, clinical and student samples and face-to-face instructions.

Aim: This study expands existing research by analysing the effectiveness of a two-week online-based, independently implemented mindfulness intervention and multi-component positive psychology intervention (MPPI).

Method: Working adults were randomly allocated to a mindfulness (n = 60, 65% female, Mage = 36.9, SD = 15.0), positive psychology (n = 45, 76% female, Mage = 33.9, SD = 13.8) or wait list control group (n = 67, 66% female, Mage = 35.4, SD = 14.2). They answered online questionnaires on well-being, stress, mindfulness, resilience, optimism and gratitude before and after the intervention period. The daily mindfulness intervention consisted of listening to one of four audios (5-15 min.). The MPPI comprised the daily exercise '3 good things' (5 min.) and the exercises 'gratitude letter' and 'best possible self' (each 30 min.). The study will be replicated in March 2024 with a bigger sample and two additional active control groups (sham meditation, 3 alternative writing tasks).

Results: Both interventions showed significant positive effects on positive and negative affect, life satisfaction, stress, mindfulness, resilience, optimism and gratitude.

Conclusion: Mindfulness interventions and MPPIs can be effective, even within two weeks and with short practising time. More research with active control groups is needed to control for placebo effects. Respective additional analyses of the replication study will be presented.

Promoting retirement planning through connectivity to future-self

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Retirement planning is important for smooth adjustment to retirement; however, many working adults are still lacking such planning. Using both experimental and daily diary methods, this study examined whether connectivity to future-self would increase working adults' preparation for retirement and tested whether this effect would be sustained after two weeks through a 5-day writing task. A total of 319 Hong Kong Chinese working adults were recruited and were randomly allocated to one of two conditions: connect to future-self through viewing an aged-morphed photo (FS) or viewing a current-self photo (CS). Preliminary results on 167 participants (Mage=41.16, SD=11.11, range=22-60 years) revealed that middle-aged participants in the FS condition were more likely to allocate a greater proportion of money for retirement after viewing their future-self photos (M=42.6%) than those in the CS condition (M=35.7%, p=.04). The middle-aged group also demonstrated higher intention to make plans for retirement than their younger counterparts. After the laboratory session, half of the participants in the two conditions were invited to complete a writing task for 5 consecutive days, in which they were asked to report whether they make plans for the person whom they viewed in the experimental session (i.e., future-self photo for the FS condition and current-self photo for the CS condition). Actual retirement preparatory activities in financial, health, psychological and social domains were assessed. Preliminary findings suggest that the writing task could prolong the manipulation effect of connectivity to future-self on retirement preparation. Recommendations to increase retirement planning will be discussed in the presentation.

Promotion of well-being in work and interpersonal relationships: A scoping review of goals and meaning interventions

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Background: As work and interpersonal relationships (in this study defined as wider interpersonal relationships, such as with friends and colleagues) are key domains of life where people set goals and find meaning in their search for well-being, interventions toward the promotion of well-being in these domains have become a strategic and critical priority to meet the demands of an ever-changing world. Interventions to enhance well-being through goals, meaning, and the concordance thereof in these life domains are dispersed across disciplines, highlighting the need for a comprehensive overview of the current state of the art to advance its progress.

Aim: This study aimed to explore through a scoping review of existing literature, interventions which enhance goals and

meaning as well as the concordance thereof, toward promoting well-being in the life domains of work and interpersonal relationships.

Method: Specific search terms were used in each of these domains to conduct a scoping review of scientific articles via various search platforms and databases.

Results: Thirty-eight articles were identified, scrutinized, and, using clearly defined inclusion and exclusion criteria, a final number of 27 articles were extracted.

Conclusion: A major gap was identified in that no interventions were found on the concordance of goals and meaning in either of the two domains. More goals interventions were sourced in the work domain and more meaning interventions in the interpersonal relationships domain pointing toward further alignment interventions in these domains.

Proof of Improvement: Findings of a Study on the Implementation of an Outcomes Framework to Improve the Well-being of Children and Families

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Background: A key outcome of publicly funded child and family services is to improve the 'well-being' of children and families. To make this improvement happen, the very concept of 'well-being', as a service outcome, must be defined and then put into measurable terms. This requires a move beyond sentiment and towards the science of well-being, as publicly funded services are now operating within an era of mounting pressure for accountability and transparency linked to value for money imperatives (Monson et al., 2022).

Aims: To present key lessons about how improved 'well-being' as a measurable outcome of child and family services, can be successfully implemented into the work of those services.

Method: Two focus groups were held, transcribed and analyzed through qualitative thematic analysis. Prior to this data collection, a thorough literature review was also completed.

Results: Whilst defining indicators of 'well-being' is challenging, even more complex and demanding is the successful implementation of 'well-being', as a measurable outcome, into complex human services.

Conclusion: Key learning includes strategies that will increase the likelihood of success in the outcome measurement of well-being.

References: Monson, T., Swords, L. and Spratt, T. (2022) 'Establishing outcome measures in practice: Developing a model for services working therapeutically with children and families,' *The British Journal of Social Work*, 52 (6), pp.3501–3521.

Protocol of an Intervention in Resilience and Mental Well-being for Eating Disorders.

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Background: Despite advancements in treatment, long-term follow-up studies reveal that only 31.4% of individuals with Anorexia Nervosa and 68.2% with Bulimia Nervosa achieve recovery after nine years (Eddy et al., 2017). Integrating Positive Psychology interventions with traditional treatments could enhance these recovery rates. Traditional psychotherapies, often designed by experts, might benefit from involving future users in the co-creation process, enhancing the therapy's relevance and effectiveness.

Aims: This study aims to employ co-creation, co-production, and co-design methods to develop a Positive Psychology intervention for individuals with eating disorders.

Method: Psychiatrists will enlist 20 individuals with eating disorders, 20 caregivers, and 20 treatment experts to co-produce a Positive Psychology intervention. A preliminary draft will serve as a basis for collaborative refinement by six groups (comprising patients, caregivers, and experts). The intervention will be adaptable for digital implementation.

Results: Anticipated outcomes include the co-production of a psychological intervention that is implementable in a hybrid mode. Initially, therapy will be conducted in person, in groups. However, the intervention will be digitized, allowing participants to engage with it individually and repeatedly online, reinforcing its effectiveness.

Conclusion: Involving end-users and stakeholders in the design process of psychological interventions could significantly improve their appropriateness and efficacy in treating eating disorders. This participatory approach may pave the way for more tailored and impactful therapies.

Providing healthcare professionals with resources – Can a digital social-emotional- competences-training foster benevolent humour in medical assistants?

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Background: Humour is a multifaceted resource for medical assistants (MAs) to cope with stressful situations and to enhance interactions with patients and colleagues. Thus, fostering MAs' humour is important. However, it is crucial to foster the right kind of humour. While benevolent humour is adaptive, sarcasm can be maladaptive.

Aims: As research shows relationships between different kinds of humour and social-emotional competences (SECs), this study investigates if MAs' humour is malleable for the better by means of a SEC-training. We expect an increase of benevolent humour and a decrease of sarcasm.

Method: Approximately 150 MA-apprentices (planned) participate in a three-hour digital SEC-training (e.g. learning non-violent communication). Using a pre-post-follow-up design, benevolent humour and sarcasm are measured with the youth-version of the comic style markers by Ruch et al. (2018). Further, we assess subjective humour success at work. Outcomes of the training group will be compared with those of a control group.

Results: Data collection runs from September 2023 to February 2024. We expect a pre-post-follow-up increase of benevolent humour and a decrease in sarcasm. Further, we expect a pre-follow-up increase of humour success at work.

Conclusion: Confirmed hypotheses would implicate that one's humour – although trait-like – can be altered for the better with relatively little effort (i.e., three-hour digital training). Future humour trainings could integrate SEC-aspects to not only increase humour in general, but to steer it in a benevolent and empathic direction. Further, SEC-trainings could improve two resources essential for MAs' flourishing at work (i.e., SECs and humour).

Psychedelics and the Pursuit of Human Flourishing: An Examination of Research and Potential Psychological Mechanisms

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Amid a widely acknowledged global mental health crisis, the potential therapeutic benefits of psychedelics continue to garner public interest. Current research suggests that psychedelics, substances known to alter perception and cognition, can induce self-transcendent experiences (STEs). STEs can provide individuals with feelings of unity and interconnectedness with themselves, others, and their environment; are often accompanied by a sense of ego dissolution; and have been shown to lessen certain psychopathologies and increase well-being. However, there is limited knowledge and understanding of the psychological mechanisms that mediate psychedelic-induced STEs (PI-STEs) into positive outcomes. Among several candidate mechanisms, PI-STEs may result in self-distancing, a subjective feeling of detachment or separation from the ordinary sense of self. Self-distancing could lead to changes in beliefs or mental representations of a topic that are trait-like, goal-relevant, and readily understandable by most people. A deeper understanding of self-distancing and the potential belief shifts resulting from PI-STEs could help design, test, and advance accessible and scalable psychedelic-assisted therapy (PAT) approaches that lead to human flourishing.

Psychological capital as a central personal resource in teachers' occupational health

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Background: Teaching is a stressful profession, globally marked by high levels of job stress and burnout. Despite substantial research and interventions, these risks to teachers' occupational health remain a pressing concern. Therefore, further exploration of protective factors in teachers' occupational health is crucial.

Aims: This study aimed to investigate the protective role of psychological capital (PsyCap), a positive personal resource encompassing hope, optimism, resilience, and self-efficacy, in teachers' occupational health. Applying the Job Demands-Resources (JD-R) theory, we tested hypotheses predicting both direct and indirect associations of teachers' occupational health, PsyCap, and selected job demands (quantitative demands, work-family conflict, conflicts at work) and job resources (social support, community at work, quality of leadership).

Method: Data were collected in 2023 from a sample of 1768 Czech teachers (73.9% women) at the second level of elementary schools. PsyCap was assessed using the PCQ, work engagement using the UWES, while burnout, job satisfaction, job demands and job resources were measured with the COPSOQIII. Structural equation modelling was employed to test our hypotheses.

Results: The findings showed that PsyCap was significantly negatively associated with teachers' burnout and positively associated with work engagement. The most prevalent risk to teachers' occupational health was burnout, particularly physical exhaustion, reported by 21.8% of respondents. Work-family conflict emerged as the strongest predictor of burnout, yet its impact was mitigated by PsyCap.

Conclusion: The study highlights the central role of PsyCap as a positive personal resource in enhancing teachers' occupational health. Implications are discussed.

Psychological contracts in organizations - How transformational leadership strengthens employees' willingness to stay

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Background: In Germany, one in three employees would like to resign (1). The concept of the psychological contract (2) provides an explanation for this. Psychological contracts describe the individual perception of the conditions of an exchange relationship and have an impact on the behavior and attitude of employees. The violation of these contracts can cause counterproductive behavior or lead to termination. In the psychological contract relationship, the manager is considered the most important representative of the organization. This raises the question of the role of leadership behaviour in the psychological contract and the associated attitudes and behaviour of employees.

Aims: This study examines the influence of the transformational leadership style (3) on the connection between the violation of relational and transactional psychological contracts and the counterproductive behavior or the intention to quit of employees (4) (5) (6).

Method: The data was collected using an online questionnaire and comprises 243 data sets. Moderation analysis was used to test the hypotheses.

Results: The results show that the transformational leadership style can reduce the intention to resign as a result of a transactional psychological breach of contract. This shows the individual consideration of employees, the idealized influence and the motivating effect of the transformational leadership style.

Conclusion: The study underlines the importance of leadership in the psychological contractual relationship and shows how transformational leadership strengthens employees' willingness to stay.

Psychological Hardiness, Fate Control, and Subjective Well-Being among Cardiac Patients: Resilience and Gratitude as Moderators

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Mental health practitioners worldwide are constructively applying their knowledge to improve the health and well-being of individuals by studying the psychosocial factors that influence human health. The study explored the relationship and gender differences between the patients' psychological hardiness, fate control, and well-being. Furthermore, it also investigated the moderating effects of resilience and gratitude. The study used the cross-sectional correlational research design. The sample comprised N=150 cardiac patients including males n=111(75.1%) and females n=39 (24.9%) having a mean age of 39 + 7.6 years. The data were collected from different hospitals in Pakistan while applying the purposive sampling strategy. Standardized research instruments after the translation and validation were used for the sampling. Psychological hardiness and fate control were significantly ($p < .05$) associated with well-being and these variables were also found to be strong predictors of well-being having 36% variances.

Additionally, it was investigated that male patients showed significantly ($p < .05$) higher psychological hardiness, resilience, and well-being than female patients. Furthermore, resilience and gratitude significantly moderated the relationship while enhancing the well-being of the patients in the SEM model ($\chi^2(1)=2.01$, $p < .05$, RMSEA=.04, CFI=.96, GFI=.93). However, it was also investigated that the three demographic variables in the patients such as age, treatment conditions, and duration of the disease have significant effects on patient's well-being. The study was designed to understand the adaptive functioning of psychological hardiness and fate control as a defence mechanism while emphasizing the significance of positive variables such as well-being, resilience, and gratitude.

Psychological Inflexibility, Intolerance of Uncertainty, Resilience and Wellbeing During COVID-19 in India

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Background: The psychological impact and uncertainty caused by COVID-19 have profoundly affected individuals worldwide. In such challenging times, psychological flexibility and resilience emerged as critical factors in maintaining mental health and overall wellbeing. **Aims:** This study aimed to explore how psychological flexibility, intolerance of uncertainty (IU), and resilience contribute to wellbeing amid the COVID-19 pandemic in India. **Method:** The data was collected online using a Google form. The sample included 302 participants (males: 47%; females: 53%) from India belonging to the age group 18~60 (M = 27.10, SD= 5.40). Participants completed the personal information schedule, Acceptance and Action Scale (AAQ-II), Intolerance of Uncertainty Scale (IUS-12), Connor-Davidson Resilience Scale 10-Item Version (CD RISC-10), and the Flourishing Scale. Using the SPSS 20 version, descriptive statistics, correlational analyses, and multiple regression were performed. **Results:** The results from the correlation analysis indicated that psychological inflexibility, IU, and resilience were significantly associated with wellbeing. The linear multiple regression revealed that psychological inflexibility, IU, and resilience explained 33% of the variance in wellbeing ($R^2 = .33$, $F(3,298) = 49.20$, $p < .001$). It was found that psychological inflexibility had significantly negatively ($\beta = -.23$, $p < .001$) and resilience had significantly positively predicted wellbeing ($\beta = .48$, $p < .001$). **Conclusion:** The findings indicate the vital role of psychological flexibility and resilience in sustaining wellbeing. Consequently, directing interventions towards enhancing these factors can effectively mitigate the adverse effects on wellbeing during challenging times, such as the COVID-19 pandemic.

Psychologists are meant to help!? Exploring the link between empathic perspective-taking, mindfulness, helping behaviour, and its meaning for psychology students.

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Background: Building on Toi and Batson's 1982 empathy-altruism hypothesis, this study aims to conceptually replicate their renowned 'Carol-Marcy' experiment. The original experiment emphasised testing conditions favouring altruistic motives and posited that empathy mediates altruistic motive development, involving a) the ability to adopt the perspective of the person in need (cognitive factor), and b) experiencing vicarious emotions (affective factor).

Aims: We will examine whether Toi's and Batson's proposed effects also apply in today's context. To explore contemporary factors, we also examine the role of mindfulness in mediating the relationship between altruism, empathy and prosocial behaviour. Given the complexity of empathy and altruism, we extend the experiment with post-experimental interviews to deepen participants' understanding of empathy and address their processes of meaning-making.

Method: Our conceptual replication of Toi and Batson's (1982) study maintains the suggested 2x2 design but varies in a crucial aspect, the distraction task. We adopt a different storyline to mitigate participants' potential familiarity with the experiment. Targeting psychology undergraduates (n=24), the study also includes post-experimental interviews on concepts of empathy and the MAAS (Heidenreich et al., 2011).

Results: Conducting the experiment in January and February 2024, we will analyse results using SPSS for statistical analysis and thematic analysis for post-experimental interviews. Anticipated outcomes will shed light on the tentative role of empathy in helping behaviour, psychology students' understanding of empathy, and potential relationships between mindfulness and helping behaviour.

Conclusion: This study will contribute to our theoretical understanding for empathy, altruism, and mindfulness in contemporary contexts.

Psychometric properties of the German version of the IKIGAI well-being scale

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Recently, well-being has become one of important factors for our society because of its contribution to many aspects of human life. Ikigai consciousness could be defined as the Japanese originated well-being. Ikigai has been regarded one of goals for health promotion policies and services provided to the elderly in Japan.

The Ikigai-9 scale contains 9 items including three aspects, life satisfaction, challenge/personal growth, and recognition of

the social role comprising both hedonic and eudemonia well-being. Even though Ikigai-9 was developed in Japan, it could be applied to measure well-being in other cultures.

The aim of this study was to examine the psychometric properties of the German version of the Ikigai-scale. 97 subjects, 18 males, 74 females (and 4 diverse who were excluded from the analyses) in the age range from 18-74 years completed the questionnaire. A confirmatory factor analysis was performed to evaluate factorial validity. Life satisfaction, general self-efficacy, general health, and other scales were used as external criteria for validation. The results of the principal component analysis confirmed the one-dimensional structure, Cronbach's alpha of the total Ikigai-9 scale was .819. Evidence for the reliability and concurrent validity of the Ikigai-9 was confirmed, and its performance is compared to other related scales. The German version of the Ikigai-9 is shown to be a short valid and reliable measure of well-being, suited for use. well-being, Ikigai, German version, psychometric property,

Psychosocial factors of resilience following complex trauma: A systematic review

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Background: While resilience has been extensively investigated in relation to trauma exposure, the empirical landscape of resilience following complex trauma remains unknown.

Aim: This systematic review aimed to examine and systematically synthesise available peer-reviewed evidence associated with resilience factors following childhood complex trauma exposure.

Method: A mixed methods integrated review was conducted to identify qualitative, quantitative and mixed methods studies. The Preferred Reporting Items for Systematic Reviews and Meta-Analysis protocol was applied. We employed the Sample, Phenomenon of Interest, Design, Evaluation and Research Type to formulate the search string. We searched PubMed, EMBASE, CINAHL, Violence & Abuse Abstracts and PsycINFO. Twelve studies met the eligibility criteria for data extraction and were included in the narrative synthesis. Quality was assessed using the Mixed Methods Appraisal Tool.

Results: All studies applied quantitative cross-sectional designs. Complex trauma included severe and long exposure to multiple types of trauma such as exposure to domestic and intimate partner violence, co-occurring sexual and physical abuse, indentured labour as well as presence of mental disorders. Psychosocial factors associated with resilience were individual features (e.g., hope), support from different sources (e.g., family), income.

Discussion: Regardless of the conceptualization of resilience by the study design, most studies measured resilience using the Connor-Davidson self-report scale, a tool that measures resilience as a trait. Our findings confirm the lack of a definition of complex trauma in the empirical literature. All studies were cross-sectional retrospectively examining childhood complex trauma. These are discussed in the light of future implications for research and practice.

Psychosocial Maturity in Tasks With Correct Answers: A Test Profile of Ego Development Levels

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Ego developmental levels were operationalized by Jane Levinger (1976) and coworkers using the method of semi-projective incomplete sentences (Hy & Loevinger, 1996). The authors argued that stages of development are derived inductively, based on data. The coding involves an extensive categorization and rules set for each level and requires specific skills available to raters. Such a theory and accompanying expert assessment, while proven to be reliable, still does not answer the question of the developmental novelties of each level. Since "cold intelligence" currently measures more of a formal operations level but not the later, tests of "hot intelligence" (emotional, social, etc.) may elucidate what, in terms of abilities, distinguishes the postconventional levels. Using a sample of 120 respondents balanced by gender and age, we conducted a study comparing ego development level and the most reliable and well-known tests of hot intelligence (Mayer et al., 2003; Conzelmann et al., 2013; Baksh, 2017). The profile of each level of ego development was reasonably consistent with the theoretical explanations predicted by the theory, but there were new findings. For instance, general social intelligence, contrary to predictions, did not play a major role in differentiating levels, while more complex reflective abilities, in contrast, showed a predictable linear increase with the level of psychosocial maturity. The resulting profiles advance our understanding of the postformal development predicted by Neo-Piagetian theories (e.g., Fischer, 1980; Commons, 2007). The paper discusses what set of tests could act as an objective and accurate indicator of advanced levels of ego development.

Psychotherapeutic Playback Theatre: preliminary results from an implementation project

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Background: Theatre has been applied to psychotherapy for the last century (Psychodrama, Dramatherapy, Therapeutic Theatre). More recently, Playback Theatre, inspired by Psychodrama, started to show interesting effects on participants and members of the theatre groups. In the last decade, a therapeutic form, Psychotherapeutic Playback Theatre, has been developed in Israel. In Portugal, an implementation exploratory project was funded by the Foundation for Science and Technology (FCT - 2022.07713.PTDC) and is currently ongoing, led by the author of this proposition.

Aims: The aim of this presentation is to present this research and share some of the data collected until now.

Method: This research used mixed methods, with a quasi-experimental quantitative approach complemented by qualitative individual and group interviews with both trained therapists and participants. Wellbeing is one of the variables being assessed, among other health-connected variables.

Results: The first interviews with the therapists submitted to the training and starting to apply Psychotherapeutic Playback Theatre as a new form of group psychotherapy on January 24 will be done throughout February and March, and the first quantitative pre-test data started to be gathered on January 24. The first groups will finish their 12 programmed sessions in April/ May 24, and the first results will be presented at this conference.

Conclusion: Based on the ongoing project, we will discuss the effects of Psychotherapeutic Playback Theatre and its connections to the Wellbeing of participants and both theory and practice of Positive Psychology and Group Psychotherapy.

Putting the Pieces Together: A Theoretical Study of Positive-Psychological Constructs Explaining Profound Attributes of Human Personality that Positively Influence Well-being

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Positive psychology has proven its significance both theoretically and practically in relation to the quality of everyday life. Over the last few decades, numerous constructs have been developed to explain the essential attributes of one's self necessary for flourishing. However, these constructs often overlap and lack clear conceptualization, leading to inconsistent practical applications, methodological problems, and drawing criticism of the positive psychology as such. In light of these issues, there is a growing demand for the integration of these constructs to establish a more systematic and evidence-based approach to the key topics in this rapidly growing field.

The aim of the presented study is to theoretically analyse multiple personality-based constructs (such as optimism, self-efficacy, sense of coherence, and others) and their relevance to the process of maintaining well-being even when experiencing difficult life conditions or demands. We present these constructs as personal resources, which are defined as positive self-evaluations that refer to individuals' sense of their ability to control and impact their environment successfully. Despite the long-term scientific interest in personal resources and other similar concepts linked to human ability to cope with stressful situations and events (e.g. psychological capital or psychological resources) there hasn't been any profound scientific and evidence-based explanation of the chosen psychological constructs, which are considered to be its fundamental building blocks. The main purpose of this theoretical study is to provide systematic and organized review of personality-based positive psychological constructs with a focus of their overlapping issues and both methodological and theoretical limitations. These constructs were chosen via multiple criteria, such as current scientific relevance, a solid theoretical background, and available, standardized, and valid measurement tools.

Quality of life in adult heart patients: the role of depression, anxiety, and stressful event for well-being of patients

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Quality of life consists of various aspects, including physical, emotional, social, and occupational or school functioning. This research aimed to explore the relationship between the quality of life and gender, age, level of anxiety, depression, and impact of traumatic events. Participants were 798 patients with heart disease (18-63; Mage=26.7 years, SD =7.03; Male= 58.4%). The General Anxiety Disorder-7 (GAD-7), Patient Health Questionnaire-9 (PHQ-9), Impact of Event Scale-Revised (IES-R), and Pediatric Quality of Life Inventory (PedsQoL; for young adults and adults) were administered. Stepwise regression analysis was performed. The regression model explains 53.9% of the quality of life ($R^2_{adj}=0.539$, $F_{5,792}=187.671$, $p<0.001$). The regression model shows that age ($\beta=-0.094$; $p<0.001$), anxiety ($\beta=-0.210$; $p<0.001$), depression ($\beta=-0.533$; $p<0.001$), and impact of a traumatic event ($\beta=-0.059$; $p<0.05$) are negative predictors of quality of life. Furthermore, gender was negatively associated with quality of life to the detriment of females ($\beta=-0.061$; $p<0.05$). This research demonstrated that as age, levels of anxiety, depression, and the impact of stressful events increase, there is a corresponding decrease in the patient's quality of life. The results are discussed considering the role played by these variables, with a specific focus on integrated interventions in hospital and local psychology to prevent the chronicity of mental disorders and increase the quality of life and well-being of chronic patients.

Quantitative evaluation of a mindfulness-based app on employee stress experience and well-being in everyday working life

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Background: Scientific studies indicate a concerning rise in stress levels among employees in everyday work settings, prompting increased attention from companies aiming to enhance occupational health management. Empirical research shows that mindfulness training programs help reduce stress and promote well-being.

Aims: This study aimed to introduce a mindfulness intervention through app-based meditation exercises within the context of everyday working life. The objective was to reduce stress levels and enhance well-being, vitality, job satisfaction, and mood among participants, with subsequent evaluation of the intervention's effects.

Method: A randomized 2x2 pre-post design with a waiting control group was employed. Over a 14-day intervention period, in collaboration with the 7Mind app (7Mind GmbH, 2023), employed individuals' facets were assessed through an online survey prior to the intervention and two weeks after the intervention. The study involved a total of $N = 78$ participants, with $n = 38$ in the intervention group and $n = 40$ in the control group.

Results: The results showed significant interactions and improvements for all variables compared to the waiting control group and at the two measurement times with a medium to strong effect, except for mindfulness with a barely non-significant result ($p = .071$). Within the intervention group, all mean comparisons from t_1 zu t_2 were significant.

Discussion: The findings suggest that app-based mindfulness exercises effectively reduce stress and improve well-being, vitality, job satisfaction, and mood. The study discusses potential limitations related to the sample, methodology, and results, providing insights for future research in this domain.

Quarter-life crisis in Czech young adults: Risk and protective factors

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Background: The quarter-life crisis is a relatively new model that describes a developmental crisis in young adults. The author of the model, O. C. Robinson, states that the quarter-life crisis develops under the influence of societal expectations that push people to meet adult developmental tasks; however, they often do not have sufficient resources to achieve them.

Aims: This paper examines the protective and risk factors involved in the development of a quarter-life crisis.

Method: 383 Czech young adults (68% female) aged 20 - 40 years ($M = 24.1$, $SD = 4.6$) completed anonymous online questionnaires assessing the quarter-life crisis (DCQ-12), life satisfaction (SWLS), perceived stress (PSS), depression and anxiety (PHQ-9), self-esteem (RSES), self-efficacy (GSES), social support (MOS), meaning in life (MLQ) and turning points in life. **Results:** 30% of the participants had experienced a quarter-life crisis in the last 6 months, with women experiencing the crisis more strongly than men. Regression analyses showed that all characteristics significantly positively (life satisfaction, self-esteem, self-efficacy, social support and meaning in life) or negatively (perceived stress, turning points, depression and anxiety) predicted the occurrence of a quarter-life crisis. Risk factors explained a greater proportion of the variance of quarter-life crisis. **Conclusion:** The findings underscore the crucial role of protective and risk factors in the occurrence of quarter-life crisis in young adults.

Randomised trials of the Mindfulness-based Social Work and Self-Care with social workers.

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Background: Social workers are at high risk of work stress, burnout and associated mental health and well-being deficits.

Aims: The primary aim of this study was to examine the effects of a bespoke and innovative six-week online Mindfulness-based Social Work and Self-Care (MBSWSC) programme on stress, burnout, anxiety, depression, and well-being of two different samples of social work professionals. The secondary aim was to examine the effects of MBSWSC on its hypothesised mechanisms of action: mindfulness, attention regulation, acceptance, self-compassion, non-attachment, aversion, worry and rumination.

Methods: Two randomised controlled trials (RCT) with repeated measures (prepost intervention) were conducted to evaluate the effects of MBSWSC against an active control. The active control was a modified online mindfulness-based programme which focussed on developing participant mindfulness and self-compassion with a view to improving the same primary study outcomes. In the first RCT, sixty-two participants were randomly allocated to MBSWSC ($n = 33$) or the active control ($n = 29$). In the replication RCT, sixty participants were randomly allocated to MBSWSC ($n = 29$) or the active control ($n = 31$).

Results: When compared to the active control group, MBSWSC was found to improve stress, emotional exhaustion, depersonalisation of service users, anxiety, depression, well-being, along with several mechanisms of action which support cognitive and emotion self-regulation.

Conclusion: The results from this study evidence the acceptability, effectiveness, and durability of MBSWSC. If MBSWSC is implemented across social work services, social workers are likely to experience reduced stress, improved mental health, well-being and service user outcomes.

Reconceptualizing autonomy: How a collaborative form of autonomy fosters successful goal pursuit and healthy adaptation.

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Many aspects of the 2020 COVID-19 pandemic were anticipated by the 2011 film “Contagion” including where the virus emerged, how panic swept across the globe, and how scientists raced to discover an effective vaccine. The filmmakers wrongly anticipated, however, that everyone would choose to become inoculated when effective vaccines became available. In reality, a large percentage of individuals chose not to get the COVID-19 vaccine. Understanding why people chose not to get vaccinated requires an analysis of how individuals differ in the extent to which their sense of autonomy allows for external input, direction, and support.

Personal autonomy is defined as the capacity to truly choose which goals and actions to pursue. Recent studies in experimental philosophy explored the degree to which individuals perceive that they retain autonomy over their decisions when navigating the real world, where decisions are often influenced by external agents. The results suggest that most individuals have a “collaborative” view in which the level of autonomy expressed in a decision is conditional on the types of relationships and interpersonal contexts that surround them. Some individuals, however, favor an “independent” view of autonomy that minimizes external influences and sometimes actively opposes such influences.

Personality psychology has struggled to define and measure autonomy. 15 different scales were developed to assess autonomy, but research converged to identify two distinct forms that matched those identified by philosophers: An independent form that focuses on differentiating oneself from others and a collaborative form that considers one’s interests and needs in the context of one’s relationships and social environments

We completed two longitudinal studies that linked collaborative autonomy with willingness by community adults to rely on experts in making vaccination decisions and for university students with disabilities to rely on their friends and family when pursuing academic goals. Independent autonomy was associated with the rejection of expert recommendations and reluctance to seek social support. The studies also showed that the two forms of autonomy were associated in opposite ways with changes in well being over time .

Redefining positive behaviour support from an applied positive psychological perspective to improve the well-being and practice of staff working in a complex dementia-care nursing home.

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Background: The population of people living with dementia worldwide is growing exponentially (Alzheimer’s Research International, 2023). The complex symptoms and risky behaviours associated with dementia, mean up to half of this population live in nursing homes (Barbosa et al., 2015; Briones-Peralta et al., 2020; Dewar et al., 2019). Here, their behaviours often increase and become difficult to manage (Spector et al., 2016; Brodaty et al., 2003), leaving staff employing restrictive practices such as chemical, mechanical and physical restraint, and seclusion (McDonnell et al., 2023). Caring for these people is emotionally and physically challenging and staff need to be equipped to cope with these demands, whilst maintaining good care (Spector et al., 2016). Positive behaviour support [PBS] is the recommended approach to support a reduction of challenging behaviour¹ but neglects the impact on staff well-being (McDonnell et al., 2023; Department of Health, 2014).

Aims: The artefact aims to improve complex-care staff well-being and practice.

Method: The artefact drew on a co-design process, based on semi-structured interviews using appreciative inquiry-informed

questions with staff working in these settings in the UK, as well as a review of published research.

Results: The final design was the development of a detailed artefact, which is evidenced-based and forms part of a training programme, which has used a co-design process.

Conclusion: The presentation would outline the co-design process and present the artefact. Whilst this is not traditional research, it presents an important introduction to support staff working with people with dementia, through an applied positive psychology lens.

¹Challenging behaviour as defined by Fisher and colleagues (2022, p.2) describes any behaviour which places a demand on the supporting care provider.

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Refugee Mental Health And Sources Of Resilience

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The growing number of humanitarian crises and refugees, globally, necessitates a deeper analysis and a better understanding of the complexity of the experiences of refugees, through the different stages of forced migration, with a particular emphasis on their mental health and resilience. To this end, this article will explore what are the main protective factors, resources and processes, at the individual, family, community and cultural level, that support their strength, positive adaptation, and resilience, after traumatic and stressful experiences.

Relations between mindfulness and romantic relationship satisfaction in young adulthood: does gender matter?

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Background: Ability to initiate and maintain romantic relationship can be very challenging task in young adulthood in this changing society; and relationship satisfaction can be considered as the most important indicator of successful implementation of this task. Previous research show that mindfulness is related to higher relationship satisfaction in couples, but changing gender roles and variations in romantic relationships nowadays might have influence on these relations which are important to explore. This study aims to evaluate relations between mindfulness and romantic relationship satisfaction in young adults considering their relationship status and duration.

Method: A cross-sectional online survey was conducted among 18-39 years olds (M=22.48, SN 4.19) in Lithuania (N=185). 155 of them were female, 30 were males. 181 of participants were in heterosexual and 4 in homosexual romantic relationships. Mindfulness was measured with Mindfulness Attention Awareness Scale (MAAS); and the Couple Relationship Satisfaction Scale (CRSS) was used to measure relationship satisfaction.

Results: Higher relationship satisfaction was related to higher mindfulness in young adults. The relationship between mindfulness and satisfaction with emotion-focused relationship was stronger in males' compared to females. No differences in the strength of the relationship were found between satisfaction with a behaviour-focused relationship and general relationship satisfaction in both genders.

Conclusions: Results suggest that relationship between mindfulness and relationship satisfaction is stronger for males in young adulthood compared to females, especially on emotional aspect of relationship satisfaction. Therefore, it would be important to encourage young adults, especially males, to cultivate receptive state of mind in their romantic relationship.

Relationship between children's values of well-being and their current well-being

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Background: Recently, the importance of understanding children's well-being and applying this understanding to support them has been pointed out. Considering what content will be incorporated into the education is necessary because during childhood values are formed. *Aims:* This study aimed to examine the degree to which children's various values of well-being relate to their current well-being.

Method: The subjects were 287 elementary school children aged 11-12. To measure the values, they were asked five questions (e.g., having good friends makes you happy; graduating from a good university makes you happy in the future; having lots of money makes you happy). The well-being scale for children consists of three subscales: the "you must be delighted" factor, "you must be relieved" factor, and "you look nice" factor. It was used to measure children's well-being. Data were analyzed using a correlation between the value items and the well-being scale for children.

Results: As a result of the analysis, "Having good friends makes you happy" showed moderate correlations with all the well-being subscales. However, almost no meaningful correlations were found for the other items.

Conclusion: Although meaningfulness in one's life has been an important component of well-being, the results of this study suggest that children's values are less related to their current well-being.

Relationship between humor styles, emotional intelligence, social competence and funniness of memes

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Background: Previous researches found that positive humor styles (affiliation, self-enhancement) have positive effects on social skills and emotional intelligence, while negative humor styles (aggressive, self-defeating) showed the opposite. Previous research uses only questionnaires, in this study we also included memes as they are easy stimuli to present for studying humor.

Aims: The aim of this study was to see if we can see similar results, and how these results are reflected in the type of memes the participants liked.

Method: Data was collected from 206 international participants of mostly university students. We used the Inter-Personal Competence Questionnaire (ICQ), Assessing Emotion Scale (AES), Humor Style Questionnaire (HSQ) and 15 memes that contain positive humor and neutral humor.

Results: We found a significant correlation between affiliative humor and ICQ subscales emotional support (ES) and conflict management (CM), between self-enhancement humor style and all the ICQ subscales. There is a negative correlation between aggressive humor and ICQ subscales (ES,CM), correlation between (AES) appraisal and the positive humor styles was found, negative correlation with aggressive humor was found, between (AES) emotional regulation and self-enhancing humor style was found, negative correlation with self-defeating, also positive correlation with intra/inter personal and the positive humor styles. We did not find any correlation with the subjective funniness of memes.

Conclusion: We confirm previous studies: Humor style is associated with emotional intelligence and social skills. We did not find correlation with memes, probably because of the cultural heterogeneity of the sample.

Relationship Flourishing: New directions in Relationship Science and Practice

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Social changes in hand with globalisation, technological developments, and modernisation, continually impact our views of couple relationships, and evidence suggests there are increasing aspirations for flourishing couple relationships. This talk covers a series of research that developed a conceptual framework and assessment of couple relationship flourishing, and tested the effects of Relationship Education Programmes on Couple Flourishing. Satisfying relationships have been extensively investigated in past literature, with little attention being paid to the nature and assessment of flourishing relationships. Particularly, self-report measures of relationship quality were designed primarily to discriminate distressed relationships from satisfying (non-distressed) relationships. Such measures of relationship and are generally inadequate in detecting variations in the quality of highly satisfying relationships. Besides the immediate limitations on their psychological assessment, this further challenges the definition and exploration of the concept of flourishing relationships. To develop a better understanding of flourishing relationships, we developed a theoretical framework of relationship flourishing incorporating concepts developed in positive psychology and relationship science. Using Classical Test Theory and Item Response Theory analysis, a psychometrically sound assessment of relationship flourishing is developed. This method's enhanced sensitivity at the higher end of relationship quality will help in understanding flourishing relationships and contribute towards the development of positive interventions aimed at promoting flourishing relationships.

Remembering COVID-19: The relation to psychological well-being

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The COVID-19 pandemic made pervasive impacts on the intricate fabric of people's day-to-day lives. It created unprecedented challenging experiences (e.g., social distancing) shared across individuals and communities. Little is known, however, about how people remember and make sense of their experiences from the pandemic period and how that in turn relates to psychological well-being. In this study, we followed a sample of 215 adult participants in the US and asked them to recall personal experiences during the pandemic at multiple time points. Participants also completed personality assessments and well-being measures. Content analysis of the memory narratives is expected to reveal important individual and demographic (e.g., ethnicity, gender, residential area) variations in the type of events recalled (e.g., personal activities, family events) and the content focus of the events (e.g., social orientation, emotional expressiveness, redemption, agency building). The memory characteristics are further expected to be associated with psychological well-being, with some of the associations being moderated by personality dimensions and ethnicity or gender. These original findings will shed new light on the constructive nature of autobiographical memory as it relates to mental health and have important implications for policies and targeted interventions.

Report on the Mindful Eating Program in Collaboration with Psychologists and Registered Dietitians

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Background: Eating is a behavior that elicits a short-term immediate feeling of well-being. However, as food is also directly related to physical health, we cannot approach "enjoyable eating" from only a psychological perspective. As such, "nutritional guidance" from a nutritional perspective must be appropriately integrated into a program to address both the mental and physical aspects of a person's life.

Aims: This study aimed to examine the efficacy of the Mindful Eating Program.

Method: Participants were six women (mean age=59.00 years, SD=13.65) with no eating problems. The program comprised three group sessions: (1) mindful eating, (2) nutrition that considers dietary content, and (3) a discussion of the first two sessions. During the program, participants were given homework assignments. The Eating Well-being Scale (EWS) was administered before and after the program and the scores were compared.

Results: The results showed that EWS scores were significantly higher after the program. Participants reported noticing sensations that they were usually unaware of. Further, they found it intriguing to select foods considering their color and combinations.

Conclusion: The Mindful Eating Program can increase eating satisfaction. In addition, participants not only enjoyed the sensation of eating but also choosing meals while considering its nutritional balance. This approach was considered significant from the participants' comments because they expressed opinions that linked physical health with mental well-being.

Resilience as Trauma Integration and Spiritual Growth in Transformative Education: Advancing the Inner Development Goals (IDG)

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Background: This poster outlines three methods of transformative education in academia that contribute to resilience as trauma integration and spiritual growth: Theory U, mindfulness, and generative dialogue. Relying on Ungar's (2012) social ecological definition, we offer an integrative approach to resilience that includes both recovery and growth, fostered through transformative education. Universities are currently called to become agents of transformation for planetary thriving and they can do so through transformative pedagogies for wholeness, resilience, and collective creativity (Scharmer, 2019; Giesenbauer & Müller-Christ, 2020; Rendón, 2014).

Aims: The poster outlines resilience emerging from trauma integration and spiritual growth relying on the framework of the IDG (Inner Development Goals) developed in 2021 to accompany the sustainable development goals. Trauma integration is a process of conscientization and transformation of dysfunctional patterns into resilience (Cook-Greuter, 1999; Kass, 2017). Spiritual growth is a process of restoring and building deep connection with oneself, others, and the world, which contributes to resilience (Kass, 2017; Koss & Holder, 2015).

Method: We will analyze three transformative learning methods: Theory U creates capacity for presence and openness; mindfulness enhances self-awareness and empathy; generative dialogue contributes to trust and co-creation skills. These three methods contribute to trauma integration and spiritual growth as pathways to resilience through inner development.

Results: These three transformative education methods deepen the capacity to listen, be present to, and respond to the world from a space of resilience, resonance and shared consciousness.

Conclusion: A focus on trauma integration and spiritual growth in higher education has the potential to build ecologies of resilience necessary in times of major global disruptions.

Resilience buffers the effect of neuroticism on depressive symptoms

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Background: Neuroticism was found as a robust risk predictor for depressive symptoms. The rate of depression among adolescents was increasing rapidly in recent years. Depression in adolescents was widely concerned by parents, teachers, clinicians etc. Does neuroticism always go straight toward depression? Is there some factor which can buffer the effect thus may suggest us interventions?

Aim: This study was trying to explore the effect of resilience on the associations between neuroticism and depressive symptoms in high school students in China.

Methods: We conducted a survey in a high school in Jiangsu Province, 806 high school students aged from 16 to 19 participated the survey. Neuroticism, resilience and depressive symptoms were evaluated by the Big Five Inventory-2 (BFI-2), the Center for Epidemiologic Studies Depression scale (CES) and the Resilience Scale for Chinese Adolescents (consisted of 5 subscale) respectively. SPSS 23.0 with the PROCESS plug-in was used for moderation analysis.

Results: Neuroticism significantly predicted depressive symptoms ($\beta=1.28$, $p<0.001$). The interaction effect of neuroticism and resilience on depressive symptoms was significant ($p<0.001$). Specifically, the interaction effects of the five factors (goal planning, affect control, positive thinking, family support and help-seeking) of resilience and neuroticism were also significant ($p<0.05$), except family support \times neuroticism ($p>0.05$).

Conclusions: From this study, resilience played a buffering role in the effect of neuroticism on depressive symptoms, this may indicate insights of intervention for depression in adolescents.

Resources for health: the role of digital technologies and personal relationships in personal well-being

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In this study, we explored how digital resources, such as smartphones, smartwatches, activity trackers, etc., and various forms of support regarding one's health in personal relationships (autonomous and directive) influence individuals' well-being. Utilizing an anonymous online survey (approved by the Hungarian Joint Psychological Research Ethics Committee; reference number: 2023-80) incorporating questionnaires on online and digital empowerment in health, and autonomous or directive support in close relationships regarding one's health, we gathered data from 501 respondents. This data underwent Latent Profile Analysis using JAMOVI software, resulting in the identification of seven groups based on online empowerment, digital empowerment, and social support resources.

Our key finding reveals that groups experiencing higher levels of online and digital empowerment, coupled with social support in health

matters, report significantly higher well-being and self-rated health. This was evidenced through a one-way ANOVA, indicating a notable correlation between the integration of digital and social resources and improved health perceptions. However, due to the cohort study design, causality cannot be assumed. These insights suggest that integrating digital tools with supportive personal relationships can potentially enhance well-being, highlighting an area ripe for further research in positive psychology. This study contributes to understanding the synergistic effects of digital and interpersonal resources on individual health outcomes.

Responsibilities during an internship: a curse or a blessing? Individual differences in the association between responsibilities and basic needs satisfaction.

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Promoting self-determination (i.e., self-initiation of behavior and personal responsibility) leads to basic need satisfaction. Consequently, we hypothesized that more responsibilities during an internship would be associated with students' basic need satisfaction, but not equally for all students. Therefore, the purpose of the present study was to examine the association

between internship responsibilities and basic need satisfaction moderated by three individual differences: self-efficacy, self-esteem, and contingency of self-worth.

The sample comprised 233 teacher training students (85% female, Mage = 21.0, SD = 2.47) at a Dutch university. Participants reported their internship responsibilities (independent variable), basic need satisfaction (dependent variable), and self-efficacy, self-esteem, and contingency of self-worth (moderating variables). Linear regressions and simple effects analyses were conducted to examine associations.

Results revealed direct effects of self-efficacy on autonomy ($\beta = .36, p < 0.006$) and competence ($\beta = .56, p < 0.001$). Self-esteem showed moderation and direct effects on relatedness ($\beta = .16, p < 0.04$ and $\beta = .39, p < 0.001$, respectively) and competence ($\beta = .09, p < 0.05$ and $\beta = .72, p < 0.001$, respectively), and a direct effect on autonomy ($\beta = .41, p < 0.001$). Contingency of self-worth showed a moderation effect on relatedness ($\beta = .17, p < 0.04$) and a direct effect on competence ($\beta = .30, p < 0.04$).

We conclude that self-esteem has the largest (moderation) effect in the association between responsibilities and students' basic needs.

Practical implications will be discussed for coaching by teachers and supervisors during internships.

Results from the third wave of the Children's Worlds Survey in Indonesia

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One study on children's subjective well-being (SWB) worldwide was conducted by Children's Worlds. An Indonesian research team participated in this international survey and collected data in the West Java Province. The Children's Worlds survey in Indonesia was very important since this was the first international study focusing on children's SWB to be conducted in Indonesia. The survey also measured children's overall life satisfaction, general SWB, domain-based SWB, material well-being, and positive and negative affects. The Children's Worlds survey offers strong methodological research and comprehensive findings of children's SWB. As a part of the Children's Worlds survey, this current study aims to explain the SWB of Indonesian children, factors related to their SWB (family, friends, school), material well-being, and positive and negative affects. A representative sample of children in 27 cities and regencies in West Java Province, Indonesia, was obtained. This study involved the participants of 267 elementary schools. Participants (N = 21,002) were in Grades 2, 4, and 6. Data collection has been done by a research team led by the author of this article. The team involved 54 well-trained enumerators in 27 cities and regencies in West Java Province. Data were collected in the regular classroom using paper and pencil by two well-trained enumerators who ensured an appropriate process while children were answering. Instruments used in this study were Children's Worlds Subjective Well-being Scale 5 (CW-SWBS 5 items), family, friends, school, material well-being, and Children's Worlds Positive and Negative Affect Scale (CW-PNAS). Mean scores, cross-tabulation, and frequencies were calculated with SPSS version 25 in order to provide an overview of children's SWB by age and gender. Results showed that girls (M = 85.05) significantly reported higher SWB scores than boys (M = 83.50). The results of this study can serve as input for public policymakers, parents, and teachers to help improve children's SWB.

RESLYENCE YOGA - Positive Psychology meets Embodiment

Tiemann Carla Sophie ¹

¹ Inntal Institut

RESLYENCE YOGA (RY) is a Positive Embodiment (PE) program developed by Carla Sophie Tiemann (M.Sc.) merging resilience training coined by Positive Psychology (PP), fascia yoga therapy and mindful embodiment methods for a balanced nervous system, mental clarity and improved body awareness.

RY has been created as an 8-module group course to increase the participants' physical and mental resilience. Against the background of the growing prevalence of stress disorders and neurodivergence the demands for inclusive mindfulness practices have increased. Therefore, RY additionally has been designed to be applicable and beneficial for persons already affected from, first, neurodivergence, such as AD(H)D, as well as, second, stress disorders, such as (C)PTSD, eating disorders, OCD, depression and anxiety.

RY is supposed to be scientifically investigated in an academic study in 2024 and until now has proved to be a success, including the following positive effects for RY participants after eight weeks:

Mental health: Orientation and clarity about own values, individual purpose and life vision; Moments of a completely calm mind and pure clarity, A feeling of being deeply grounded and anchored in the body, Improved access to emotions and improved emotional regulation

Physical health: Increased mobility and flexibility, Fascial release, Improved breathing, Stronger and more positive body presence

During the ECPP 2024 RY would be a PP/PE Best Practice Case with the aims to raise awareness and unfold discussions about positive embodiment and to introduce an affordable trauma-sensitive approach to the field of mindfulness.

Rose colored glasses: the role of organizational support characteristics in the relationship between optimism and employee well-being during crises

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Background: Employee well-being is crucial during crisis situations, as it enhances productivity, resilience, and adaptability. The COVID-19 pandemic has highlighted the importance of mental health support, flexible working arrangements, and a holistic approach to employee wellbeing. Consequently, organizational support practices that promote wellbeing become more widely adopted. However, little is known about how organizational support characteristics are related to employees' well-being during life-threatening events, such as wars and terror attacks, and what might explain differences in the way employees perceive organizational support.

The purpose of the present study is to understand the association between organizational support characteristics and the well-being of workers during times of war. In addition, we examined how optimism is related to their experience of organizational support practices.

We collected data from 420 Israeli employees two weeks after the Hamas terror attack on Israel. Our questionnaire included personal characteristics such as optimism, hope, resilience, and so on, as well as organizational support characteristics such as psychological safety, organizational support, and managerial support. The same respondents were contacted a week later

to assess their work-related well-being.

Results: We have found that psychological safety, organizational support, and manager support are all associated with employee wellbeing. Employees with a higher level of optimism, however, have a stronger correlation between these variables.

Conclusion: According to this study, employee optimism plays a major role in experiencing organizational support characteristics. Consequently, it is important to consider both promoting employee optimism through organizational interventions as well as improving organizational support systems. The need for these interventions is crucial during normal times, but even more significant during times of crisis.

Russian adaptation of The Multidimensional Existential Meaning Scale

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Background: The Multidimensional Existential Meaning Scale (MEMS) is an assessment scale of the new generation, based on the recent multidimensional view of meaning as consisting of comprehension, purpose, and mattering (George & Park, 2016).

Aims: The aim of the study was providing a professional Russian language adaptation of MEMS.

Method: Study 1 was a part of a large-scale international project of psychological coping with the threat of COVID-19 (N, Eisenbeck, D, Carreno, P. Wong a.o.), implemented through 2020 in 30 countries. Russian sample embraced 402 respondents. Other measures used in the study included, in particular, Perma profiler, measures of mature happiness, responsibility, coping strategies, anxiety and stress, as well as specific responses to COVID-19 threat.

Study 2 was aimed at collecting additional validation data on samples of Russian students and working adults (n=210). In addition, we applied the measures of satisfaction with life, agency, beliefs in free will/determinism, meaning in life, responsibility, tolerance to ambiguity and others.

Results are in course of processing; they will be presented at the conference.

Same-sex Families Are Similar to Different-sex Families in Taiwan, Too!

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Previous Research has documented evidence of overwhelming similarities between same-sex families and different-sex families (e.g., meta-analysis, Allen & Burrell, 2002; Crowl, Ahn, & Baker, 2008; Lee, 2019). However, most of the studies were conducted in European and American countries. In 2019, Taiwan, being the first and only country in Asia, offered same-sex couples the right to marry. The current research is the first study in Taiwan that examines the similarities and differences between same-sex families and different-sex families. Thirty-five same-sex families and 26 different-sex families were recruited and evaluated on family functions, parent-child relationships, and children's adjustments. How participants viewed different types of families was also evaluated from two perspectives (own and societal perspectives). Parents of same-sex families were aware of the negative societal view on their families; a significant discrepancy between the two perspectives was observed. Despite the discrepancy, there were large similarities between the two types of families. Parents from both types of families reported good family cohesion and two aspects of parent-child relationships (affect expressions and hostility). The parents similarly reported that their children did not suffer from emotional problems, conduct problems, attention deficits, and peer problems. They also reported that their children exhibit high levels of prosocial behaviors. The only difference was observed in parents' control over their children. The different-sex parents reported higher levels of control over their children than same-sex parents. Implications regarding family functions, family relationships, and children's welfare will be further discussed.

Saudi women's motivations to drive

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Since the new driving law enacted on June 24, 2018 in Saudi Arabia, Saudi women's motivations, whether intrinsic or extrinsic to obtain a driver's license and drive have not been studied. This study aims to determine if Saudi women are intrinsically motivated to drive and participate in different activities that satisfy their basic psychological needs. This study also aims to determine how Saudi women's motivations to drive and the satisfaction of the three basic needs impact their psychological wellbeing. Based on qualitative interview design, this study utilized individual interviews to explain in detail women's motivations and to understand their responses within their cultural framework. Analysis of this study's results indicated that some Saudi women drivers' emotional well-being was improved by satisfying their sense of autonomy, driving competence, and relatedness. Meaning some Saudi women were not only intrinsically motivated to obtain a driver's license and drive but also engaged in different activities. These findings can help researchers extend current knowledge and determine strategies that promote Saudi women's satisfaction of the three basic psychological needs and protect their well-being.

Savoring and gratitude interventions for older adults: a mixed methods systematic review

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Background: Older age comes with many physical and mental health challenges, such as dementia. Intentionally attending to positive experiences (savoring) and appreciating the good things in life and the goodness of others (gratitude) have great potential to support well-being in older age, but most current studies on positive psychology interventions have been on healthy young adults.

Aims: The aim of the current study is to provide an overview of which savoring and gratitude interventions are available for

older adults, and specifically for people living with dementia.

Method: A mixed-method systematic review is conducted. The databases Scopus, PubMed, PsychInfo, Web of Science, Cinahl were searched on terms for gratitude and savoring AND interventions AND older adults or dementia. Selection of studies is done by two researchers and the methodological quality is assessed using the Mixed Methods Appraisal Tool. Meta-synthesis is used to integrate quantitative results of effects and qualitative results of experienced benefits.

Results: A total of 1406 articles were identified, which will be screened for inclusion. We will present the differing elements of content, structure, use of technology, tailoring and helpful elements. Second, we will examine the feasibility and acceptability. Third, we will examine effectiveness of the interventions, in terms of observed effects and experienced benefits.

Conclusion: The results of this mixed methods systematic review will highlight potential benefits of savoring and gratitude interventions for older adults, and specifically its applicability for people living with dementia, and describe recommendations for future intervention research and development.

Script injunctions and tendency towards psychosomatics

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Script injunctions represent negative messages that parents or significant others sent to the child at an early age, usually up to the age of 3, and play a significant role in the formation of a life script, an unconscious life plan that a person follows throughout his life. Child can decide to reject these injunctions, but can also decide to accept or modify them, which can become self-limiting part of the script and the source of many problems and pathological manifestations during life. The main problem of this research is to examine whether it is possible to predict psychosomatic tendencies on the basis of script injunctions. The sample was convenient, consisting of 291 respondents (M = 27.5%, F = 72.5%). The age of the respondents ranged from 18 to 24 years, while the average age was 19.19 (SD =

show that all 12 script injunctions are positively related to psychosomatic tendencies ($p < .01$). The prediction model explains 30.5% of the criterion variance ($R^2 = .30$, $F_{12,236} = 8.56$, $p < .01$). Statistically significant predictors of tendency towards psychosomatics are Don't exist ($\beta = .24$, $t = 2.73$, $p < .01$) and Don't think ($\beta = .24$, $t = 2.77$, $p < .01$) injunctions. A greater expression of the injunction on being and the injunction on (your own) thinking or thinking about something predicts a greater tendency towards psychosomatics.

Searching concordance between two measurement tools (EduFlow-2 and FlowQ): Proposal for Flow State Method Detection in Educational and Training Contexts

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Background: Most Flow measurement tools have mainly demonstrated their usefulness for the scientific study of variations in optimal experience. However, with the exception of the Flow Questionnaire (FlowQ, Csikszentmihalyi, 1975, 1982), very few of them are really able to reveal flow state as a cut-off point.

Aims: Identify a method closest to concordance with FlowQ, specifically adapted for educational and training contexts.

Method: - Data collection ($n = 1729$) using the flow in education scale (EduFlow-2, Heutte et al., 2021), including 4 sub-dimensions (Cognitive control (D1); Immersion & Time Transformation (D2); Loss of self-consciousness (D3); Autotelic experience (D4)), and the 3 items of FlowQ.

-3 Structural equations modelling (SEM1, SEM2, SEM3) with a 2nd order factor based on the EduFlow-2 data.

-Establishment of 3 formulas (F1, F2, F3) taking into account the weight of the first-order factors on the 2nd-order factor (Flow state (FS)) to establish 3 scores (SF1, SF2, SF3) per individual.

-F1: based on SEM1 factors = 4 sub-dimensions of EduFlow-2 connected on FS

-F2: based on Kawabata and Mallett's (2011) model, which distinguishes flow conditions from flow state, and SEM2 factors = only D2, D3 and D4 connected on FS.

-F3: based on SEM3 factors = 4 sub-dimensions of EduFlow-2, but only D2, D3 and D4 connected on FS.

Results: These 3 methods allow flow state detection in concordance with FlowQ, as follows: 68,5% (F1), 71,9% (F2), 71,7% (F3)

Discussion: Methodological investigations need to be continued, but these first results open up new research prospects, particularly in the field of lifelong learning.

Selection of positive psychology interventions for the Be-Well Training Program Curriculum: systematic and evidence-based approach

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Background: Be-Well is the acronym of the ERASMUS+ project, which aims to educate and train high school teachers and counselors in the use of positive psychology interventions (PPIs), in order for them to be able to help students in strengthening their well-being. Hence, the main objective of the project is to design, implement and evaluate the Be-Well Training Program for high-school teachers and counselors.

Aims: The aim of this paper is to demonstrate how the Be-Well Training Program Curriculum was conceptualized on the basis of systematic literature review and identification of best-practice examples in the field of delivering PPIs to adolescents in a school setting.

Method: The systematic literature review was implemented in accordance with the PICO(T) framework and PRISMA guidelines. The eligible studies were further analysed in accordance with the RE-AIM approach, in order to identify the best-practice examples. These examples/studies were then used to identify the key PPIs to be included in the Be-Well Training Program Curriculum.

Results: The initial literature search yielded a total of 30 eligible studies which satisfied all the inclusion criteria. More than half of them demonstrated a positive outcome following PPI implementation. Further analysis and assessment of eligible studies revealed a total of 10 high-quality studies with RE-AIM scores above 80%, which we considered as best-practice examples.
Conclusion: After reviewing the best-practice examples, we identified 11 PPIs and included them in the Be-Well Training Program Curriculum. We further categorized them into 4 distinctive but related training modules.

Self-Compassion: The Missing Piece in Optimal Music Performance Experiences

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Flow and Music Performance Anxiety (MPA) are two variables that can make or break a music performance. To date, most studies have only used unidirectional approaches to either enhance flow or alleviate MPA. Self-compassion, a positive psychology construct, may offer a bidirectional approach that addresses flow and MPA simultaneously in the realms of music performance and pedagogy.

My research aimed to examine the impact of the Mindful Self-Compassion (MSC) program on Chinese musicians' state MPA and state flow in comparison to the traditional Performance Strategy Class (PSC). Thirty-five university musicians were divided into an experimental and a control group. Participants first played a piano solo in a public concert and answered questionnaires about their self-compassion, state MPA and state flow. After the concert, I collected accounts of participants' onstage experiences from their written responses. Next, the experimental group took the MSC program, and the control group took the PSC program. Both programs included eight sessions encompassing didactic material, group practices, and participants' reflections. Subsequently, all participants performed in a second concert, from which I collected their post-training data and used SPSS and NVivo to assess for pre/post-training changes.

Both the MSC and PSC groups showed improved music performance experiences. Compared to the PSC group, the MSC group exhibited a pronounced decrease in performance anxiety levels and significantly higher levels of flow before and after the participants' second performance. This study will offer interdisciplinary significance, supporting performers across various high-stress scenarios by optimizing their creative identity through the practice of self-compassion.

Performance psychology; music learning; peak performance; positive experience; pedagogy; self-compassion; flow; music performance anxiety; interdisciplinary research; mixed *Methods*:

Theme: Other

Sex as a Basic Human Need

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Background: Sex is referred to as a need in lay language, yet the status of sex as a basic human need is perennially controversial among intellectuals. In recent years, psychologists developed empirical criteria for determining whether an experiential phenomenon qualifies as being a basic human need.

Aims: Following this approach, in this study, we first developed a questionnaire for the sexual need, and then provided a first test for the status of sex as a basic human need using these criteria, among the heterosexual young and middle adult population.

Method: Online survey data were collected in the USA (N = 288, age M = 31.44, SD = 5.95) and China (N = 299, age M = 39.73, SD = 7.44). **Results:** Factor analyses, multigroup analyses, and correlation patterns support the validity of our sexual need scale, suggesting a three-factor structure of sexual need experiences (i.e., satisfaction, dissatisfaction, and frustration). Regression, mediation and moderation analyses support sex as a basic human need by showing that it meets the following criteria: (1) its fulfillment strongly predicts well-being, (2) its associations with well-being are non-reducible to other basic needs, (3) its associations with well-being are universal across subpopulations (4) its fulfillment plays a proximal explanatory role for the well-being implications of other sexual phenomena, and (5) lack of its satisfaction motivates sexual behaviors.

Conclusion: These findings converge to support the idea that sex should be considered as a basic human need, and highlights the importance to incorporate sexuality as a key aspect of research on positive living.

Social well-being in the workplace: The effect of different foci of trust and precarity

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Background: Workplaces are highly dependent on interpersonal relationships and the quality of these relationships - or the lack thereof

- affects the social wellbeing of employees and their performance. Studies in non-Western cultural contexts may offer unique insights that contribute towards a more representative, comprehensive understanding of the factors that may affect employees' social well-being at work.

Aim: This study aimed to examine the effect of trust in the organisation, trust in colleagues, and job insecurity on social well-being of employees in a utility organisation in South Africa.

Method: A cross-sectional survey design was used. Permanently employed staff members across all designations of a South African public sector organisation in the utility industry (N = 403) participated in the study. The Social Well-being Scale, Multi-dimensional Qualitative Job Insecurity Scale, and Workplace Trust Survey were administered.

Results: Both forms of trust – in the organisation and in colleagues – predicted higher levels of social well-being among the participants, with trust in the organisation having the most noticeable effect of the two forms of trust. Results further showed that higher levels of subjectively perceived job insecurity led to decreased social well-being levels. Trust in the organisation and colleagues served as underlying mechanisms that influenced the inverse relationship between perceived job insecurity and social well-being. Subjective experiences of job insecurity indirectly affected social well-being via trust in the organisation and trust in colleagues.

Conclusion: Trust in the organisation and in colleagues should be promoted to help employees cope with job insecurity and to support their social well-being.

Speak your mind!Kersten Eveline ¹¹Fontys HRMP

We see that lots of young people struggle with mental issues. Three students did research to actively stimulate young people to work on their mental health in Eindhoven (the Netherlands). We focused on theme's like learn ways or capabilities to work on mental health, to make it more common to speak about it and to develop ways to ask questions in your environment. We ended up making several podcasts and short moments of film to stimulate and learn other young people about taking action to their mental health. Research was done by youngsters between the age of 17-25, students and both working. We also made a website and a booklet for young people to look at where they can find challenges and tips and tricks to actively work on mental health. This booklet was made in co creation with the municipality of Eindhoven and Young 040 (a platform of young people). We used common influencers to make the information more broadly delivered at several young population groups.

Spirituality and fear of death in Lithuanian adults: gender, age and religious groups differencesMiskiniene Rita ¹, Zardeckaite-Matulaitiene Kristina ¹¹Vytauto Didžiojo universitetas

Background: Adults experience various life difficulties (illness, economic or global challenges, etc.) that can worsen psychological well-being and increase fear of death. However, spirituality can act as protective factor, buffering the negative effects of life difficulties and lessen fear of death. This study aims to explore relations between spirituality and fear of death, taking into consideration important characteristics of Lithuanian adults, like gender, age and belonging to the religious groups.

Method: A cross-sectional online survey was conducted among 30-60 years old people living in Lithuania (N=931). 85.1% of them were women. 76.6% identified themselves as Christians, 7.9% identified themselves with other religions, 15.5% did not profess any religion. Spirituality was measured with Daily Spiritual Experience Scale (Underwood and Teresi 2002); and Collet-Lester Fear of Death Scale (Lester, 1994) was used to measure their fear of death.

Results: Younger adults and women had higher fear of death and dying compared to older people and men. Women, older people and those who identified themselves with religious group (Christian or other) experienced higher daily spirituality than men, younger people and those who did not profess any religion. Daily spiritual experience was significantly related to the expression of fear of death and dying in all age, gender and religious groups.

Conclusions: Results suggest that higher daily spiritual experience relates to fear of death in 30-60 years old Lithuanians, besides their religious beliefs, age or gender. Therefore, it is important to propose measures fostering spirituality in psychological help services to people facing various life difficulties.

State of the art of interventions addressing the Impostor PhenomenonPara Emma ¹, Dubreuil Philippe ¹, Miquelon Paule ¹, Martin-Krumm Charles ²¹Université du Québec à Trois-Rivières,²École de Psychologues Praticiens de l'Institut Catholique de Paris

The Impostor Phenomenon (IP) refers to a psychological experience characterized by unjustified feelings of intellectual and professional fraud, accompanied by the fear of not maintaining performance and of being exposed. IP is receiving increasing attention in the fields of psychological health at work and occupational psychology as well as among the general public, since it affects the functioning of both individuals and organizations. The aim of this scoping review is to map the range of interventions that have been conducted to address IP among individuals experiencing it in a professional context. The search and selection process to identify relevant reports was conducted using the PRISMA-ScR methodology and JBI recommendations and resulted in the selection of 31 studies. The results reported concerning the characteristics of the studies, the interventions described, and the effects identified are heterogeneous. More than half of the studies used research designs (experimental, pre-experimental, exploratory, etc.). Two major types of intervention emerge: training and counseling. The effectiveness of the interventions varies according to the evaluation methodology that was used, although most authors conclude that the proposed intervention is relevant. In light of these results, recognizing and educating individuals regarding the various manifestations of IP, as well as offering support in a group context, appear to be primary intervention levers. Future intervention proposals should explore psychosocial and educational influences as well as the impact of the immediate environment on IP-related beliefs.

Status quo and influencing factors of fear of progression in caregivers of patients with chronic heart failureFeng Yueting ¹¹School of Nursing and Health, Zhengzhou University

Objective To investigate the current status and influencing factors of fear of disease progression in caregivers of patients with chronic heart failure (CHF), and to provide evidence for improving their fear of disease progression. **Methods** From August 2023 to November 2023, 236 caregivers of patients with chronic heart failure in a hospital in Zhengzhou were selected as the investigation objects. A general data questionnaire, fear of disease progression scale, social support scale, and quality of life scale were used to conduct a cross-sectional investigation, and the influencing factors were analyzed. **Results** 210 valid questionnaires were collected. Fear of disease progression among caregivers of patients with chronic heart failure was moderate. Multiple linear regression analysis showed that caregiver age, education level, per capita monthly family income, and social support were the main factors affecting the level of fear of disease progression in caregivers of patients with chronic heart failure. **Conclusions** Caregivers of patients with chronic heart failure generally have a fear of disease progression, which affects their quality of life. Medical staff should pay attention to the psychological problems of caregivers of patients with chronic heart failure, improve their social support level by formulating effective intervention measures, and reduce the fear level of disease progression of caregivers of patients with chronic heart failure.

chronic heart failure caregivers

Strategies of building personal and school resilience concurrently facing the global pandemics – the experiences of English school leaders

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Assisting school leaders in fostering resilience is a crucial aspect of global educational sustainable development, because the resilience of the future generations is contingent on the resilience of their educational leaders. This research examines the resilience practices and strategies employed by school leaders facing the unprecedented adversities during the COVID-19 crisis. Ten English primary and secondary school leaders were interviewed individually. Qualitative content analysis was employed to analyse the data. The findings show that when school leaders faced extremes adversities, they simultaneously developed strategies to foster both personal and school resilience. The strategies to develop personal leader resilience include maintaining work-life balance and wellbeing, cultivating positive leadership, seeking suitable support network, learning on meaning, purpose, vision and values. The strategies to develop school resilience had two kinds: (1) school workforce resilience, which includes the following sub-categories: supporting staff wellbeing and development, practicing prioritisation and establishing effective collaboration and teamwork; and (2) school community resilience which include practices of building trust and effective communication, developing mutual support from a wider community, and rethinking the role of schools). This study provides insights and recommendations for policy makers and educational leaders interested in fostering leader and school resilience facing the ongoing challenges in the post-COVID era.

Strength and Meaning of Disabled Persons Pulled Out by “Unhandyman Shop”

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Background: The working environment for persons with disabilities is limited. Companies do not actively hire people with disabilities. There are many cases where only light work can be given even if a company can find a job. This is a problem for companies, but there is also a problem for facilities for people with disabilities who perform job training. This is only stereotypical work training [Example: simple boxing and pc input work]. This prevents people with disabilities from recognizing their strengths. Furthermore, they have not acquired the meaning of life gained through work. It is necessary to draw out the strengths of individuals with disabilities and find out the meaning of life.

Aims: To draw out the strengths of individuals with disabilities through job training at facilities for persons with disabilities and to find out the meaning of life

Methods: Tries a variety of jobs requested by the “unhandyman shop” and conducts a questionnaire survey. Extract individual strengths based on research. Clarify the meaning of life and the meaning of work through interviews based on strengths.

Results: Over 70% of persons with disabilities recognized their strengths, and 50% of them recognized the meaning of living.

Conclusion: Abandoning the preconception that persons with disabilities can only do this job, they were able to recognize their strengths through various challenges. Furthermore, I was able to recognize the meaning of working and the meaning of living. In the future, a follow-up survey will be conducted after persons with disabilities find employment.

Strength-based leadership in early childhood education head teachers

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The high rates of turnover among ECE teachers are of increasing concern. Particularly, head teacher turnover can present severe challenges for the whole organization. Previous studies show several factors can increase work engagement and retention (e.g., MacDonald et al., 2018).

The present intervention study aims to promote strength usage, flourishing and work engagement among 101 early childhood education head teachers in Finland. The teachers participate in a two-month intervention with six 4-hour instructional sessions and home assignments. The intervention is built on our previous study (Vuorinen et al., 2021, Nourishing compassion in Finnish kindergarten head teachers). This time, the focus is on helping the head teachers utilize their strengths to support the organization.

A classic pre-post-delayed-post-test design is followed. Half of the participants serve as a wait-list control group for the intervention group. The test battery includes the strength identification and usage measure (Govindji & Linley, 2007), flourishing scale (Diener & Biswas-Diener, 2009) and work engagement scale (Schaufeli & Bakker, 2003). In addition, 12 head teachers are interviewed.

The intervention is run in Feb-March 2024. All results are obtained by June. Since the teachers participate in the intervention as a mandatory part of their job, we expect to see a great variability in their responsiveness to the intervention. However, as concluded from our previous study, the participants' critical voices are valuable as they sharpen the contents of the intervention and challenge one-eyed views of strength-baseness.

Strengths development in the workplace: A field experiment study

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In the last decade, research has shown that strengths use and development in the workplace can lead to improvements in positive outcomes such as well-being, engagement and performance (Luan et al., 2023; Miglianico et al., 2019). However, there is still a dearth of experimental studies regarding strengths development interventions, which could provide important insights on the practices that efficiently foster strengths use in the workplace and help better understand the conditions, processes, and effects involved (Bakker & Van Woerkom, 2018; Littman-Ovadia et al., 2021). Therefore, the objective of the present study was to dispense a strengths development intervention program in the workplace (3h workshop + 1h follow-up) and assess its impact on well-being, engagement, and performance. This study used an experimental design involving two groups (Strengths development; Control) and four measurement times (Pre, Post, 1 month, 3 months) with a sample of 88 participants from an organization in the public service sector. Preliminary results at T0 indicate that strengths use is related to positive affect ($r = 0.52$, $p < 0.01$), professional life satisfaction ($r = 0.42$, $p < 0.01$), engagement ($r = 0.30$, $p < 0.01$), task performance ($r = 0.50$, $p < 0.01$) and contextual performance ($r = 0.28$, $p < 0.01$). Additional results involving repeated measures analyzes will be

presented, as T1, T2, and T3 measurements are still underway. Implications for research and practice, as well as limitations and future research directions, will be discussed.

Stress, Burnout And Resilience Among Teachers. Exploring The Roles Of Gratitude And Positive Affect

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The teaching profession appear to be one of the most stressful jobs, since requires a deeply interaction with students and their families. The pandemic times emphasized this stress and the risk of burnout was obvious. In the line with the broaden and build theory of positive emotions of Barbara Fredrickson positive emotions contribute to the extended resources. The main aim of the present study is to explore the way gratitude and positive affect influence the relationships between stress, burnout and resilience among teachers during the pandemic times.

Participants in this study were 2947 teachers, from schools located in various towns in north-east of Romania (a convenience sample).

The sample contained 2210 (75%) females and 737 (25%) males. Age ranged from 18 to 69, with mean 37.75 years, SD = 10.38. Average number of years in the teaching profession was 14.01, SD = 10.69, range 1–45.

The instruments used for the purpose of the study were: The Perceived Stress Scale (PSS), Maslach Burnout Inventory, Connor- Davidson Resilience Scale (CD-RISC), The Gratitude Questionnaire-Six-Item Form (GQ-6) and PANAS.

The study implies a cross sectional and correlational design. The mediator role of gratitude and the moderator role of the positive affect was tested for the relationships between stress, burnout and resilience among teachers.

The results indicated significant high correlations between the variables, in the expected directions and confirmed the gratitude as mediator and the positive affect as moderator in the associations between stress, burnout and resilience.

The implications of the broaden and build theory of positive emotions were discussed, and also practical implications for teachers' training and educational policies.

Strong professional groups for digitalization in healthcare

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Background: Digitalization in health care increases. For one thing digitalization is seen as having the potential to optimize working conditions. Otherwise, people are overwhelmed by technologies. Furthermore, they are afraid to use them or do not want to use them because they feel constantly monitored. An EU Horizon Research Project (DDS Map) focused on healthcare professionals and their digital skills for working in a digital healthcare system. The aim of this project is to develop four modules to support the qualification of professionals.

Aims: Strong healthcare professionals are the driving force for rapid and successful transformation, but very often they are dissatisfied with their current working conditions in relation to digital tools. This poster shows first results of a survey asking about the current usage frequency of digital tools, which trainings healthcare professionals can attend and how they perceive working in a digital healthcare system. This gives indications of an existing gap that should be closed in order to create a conducive working situation.

Method: The online survey comprises 36 questions based on valid scales. The survey was sent to European healthcare professionals via Qualtrics from mid-October 2023 to January 2024. Participation in the survey was voluntary.

Result: The final results are expected in March 2024.

Conclusion: It is assumed that the usage frequency of digital tools and training influence the well-being and resilience of professionals. In order to attract stronger professional groups, it is important that they are given more opportunities to train and try out digital tools.

Student reflection via portfolio work to support and grow a resilient and meaningful attitude for a professional self

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In teacher training, Portfolios represent an instrument that meets various challenges (cf. Brück-Hübner 2020; Völschow, Warrelmann & Brunner 2021). Portfolio work helps students by connecting “theory” and “practice”, which are not to be seen as opposites but are inextricably linked (cf. Oelkers, 2000). The learning process is supported systematically, integrating biographic, theoretical and didactical professional knowledge (cf. Keller 2014). Taking into account the new technological developments that have been boosted by the COVID pandemic, the University of Vechta developed – founded by the German Ministry of Science and Education (BMBF) – an electronic portfolio tool within the university's learning management system Stud.IP (<https://www.studip.de>), including didactic considerations that follow the principles of humanistic psychology.

The main and crucial element of the ePortfolio use – which we will present in the conference-lecture, as well as evaluation results – is self-reflection and the growth of the professional self (Bauer, 2009 a; b). Students reflect on their aims, attitude towards the profession and experiences e.g. during internships. This approach is very consistent with Rogers' humanistic psychology (Rogers, 1951) and goes together with Fromm's concept of “being” (cf. Fromm, 1976) as via the reflection process, students learn that their thoughts and (learning) path is vital, and not the knowledge they just memorized. Thus, as we will show, they continually gain insights about their goals, own strengths and personal development. Furthermore, they develop a sense of naturalness to reflect their actions. Last but not least, this promotes their sense of coherence (Antonovsky 1997). professional self, teacher education, sense of coherence, ePortfolio, self-reflection

Study Protocol of a Cost-effective and Flow-based Virtual Reality Therapy for People with Dementia

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Background: Research show that virtual reality (VR) can induce a state of flow. Reminiscence interventions using VR are found effective in symptom management among people with dementia. Despite its increasing application, reminiscence VR studies repeatedly face high production costs. Research-wise, the evidence for VR reminiscence is still sparse and confined to a specific setting.

Aims: To address both the clinical and research gaps, a novel flow-based VR intervention will be developed in the current

study. It is based on the principles of cognitive stimulation therapy and flow theory. The flow-based VR intervention intends to improve the symptoms of people with dementia. The current study aims to test its feasibility and usability as a new protocol and investigate the user experience and implementation challenges, if any, for refining the protocol for future definitive studies.
Method: A mixed-methods design will be used: (1) quantitative testing using a pilot randomized controlled trial, randomizing participants either to the treatment group or usual care group; (2) qualitative interviews with participants, both people living with dementia and their caregivers; and (3) a focus group with potential VR therapists.

Results: A comparison between the pre- and post-test differences between the experimental and control groups will be performed using ANOVA. Participant interview and focus group data will be analyzed thematically.

Conclusion: The findings of this study hold significant implications for the adoption of flow-based VR interventions for people with dementia. The result would open up new possibilities for such a cost-effective and scalable intervention.

Study with Strength – Teaching Positive Psychology

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This study examined teachers' experience of teaching a positive psychology school intervention-course in upper secondary schools in Finland. The intervention titled Study with Strength was aimed to increase the students' study skills, resilience and well-being in components of Positive emotions, Engagement, Relationships, Meaning, and sense of Accomplishment, forming the acronym PERMA. After the intervention, semi structured interviews were conducted, primarily on-line, with 23 teachers who had taught the intervention course. The interview questions were based on the PERMA course components. A thematic analysis of the interviews resulted in the following seven main themes: group discussion, engagement, teaching, experiences, learning, psychological processes, and lack of engagement. Each theme, such as group discussion, further had subthemes, such as group dynamic, reflection, sharing personal experiences and personal development. Collectively these themes explore the teachers perceived experience of teaching the intervention course, its structure and content, and how it was received by the students.

This study shows that teachers' pedagogical knowledge and experience can play an important part in teaching a positive psychology intervention course to students, also that teachers have a pre-understanding of their students' capabilities, strengths, and challenges. Furthermore, this study highlights the importance of engagement and active participation of both students and teachers for positive psychology interventions to be efficaciously implemented.

Supporting adolescents' personal growth and well-being through the Study with Strength intervention

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Background: The heightened expectations placed upon upper secondary students to achieve academic success is increasing, coinciding with an increase in the prevalence of mental health problems. Ideally, educational institutions ought to serve as a domain fostering for both academic pursuits and learning essential life skills.

Aims: The purpose of this study was to explore the efficacy of a positive psychology intervention, named Study with Strength, on public upper secondary school students' self-reported well-being at school and daily life.

Method: Nine schools in Finland participated in the intervention, integrated as a course within the established curriculum. The course included theoretical introductions, hands-on activities, group discussions, and self-reflection. A total of thirty individual interviews were conducted. The analysis was carried out using inductive content analysis.

Results: Seven themes were identified from the interviews: 1) flexible cognition, 2) positive emotions, 3) self-knowledge, 4) self-compassion, 5) values, 6) awareness of psychological strengths, and 7) social interaction. Personal growth emerged as a distinct characteristic during the analysis and, consequently, was recognized as the main theme.

Conclusion: The results demonstrate that integrating a positive psychology intervention like Study with Strength into the curriculum has the potential to positively contribute to adolescents' well-being and foster their personal growth.

Supporting preschool teacher well-being: How to promote teachers' psychological well-being in preschools

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The present study investigated the effectiveness of a positive psychological intervention program based on the PROSPER framework on international preschool teachers' well-being in Hong Kong—positivity, relationship, outcome, strength, purpose, engagement, and resilience. Preschool teachers are the most stressful occupations. They provide teaching services to the children and support their holistic development. The stressful working environment and demanding job requirements have led to a high turnover rate among preschool teachers, lowering the quality of early childhood education. This study evaluated a locally derived positive psychological intervention program called "EASP: Early Advancement in Social-Emotional Health and Positivity" to promote preschool teachers' well-being in Hong Kong, China. Eighty-three teachers were randomly assigned to the intervention and waitlist control groups, and they completed the measures of PROSPER well-being at baseline and after the intervention. The findings of univariate analyses suggested the intervention yielded significant medium effects on participants' relationships, outcomes, strengths, and engagement. Our findings showed the PROSPER-based intervention's impacts on preschool teachers' well-being.

System crash - kids at high risk

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How can we care if kids don't like to be cared. How can we be care takers if kids are on high risk?

They are aggressive on drugs and don't fit into our care taker systems.

When we look at the biopsychosocial factors we can see deprived families, dysfunctional relationships and many more factors which can lead to a problematic childhood, ending in the social care system.

And there, these kids at high risk, do not fit into the structures of the system. Entire teams are overwhelmed. Police, Psychiatry

and the society are helpless.

In my small study i evaluated the data of about 90 kids which are in social care in vienna, in an child care organisation. I focused on what do we know about their family system, their childhood and what can we see now. I evaluated their high risk behavior with the goal of analyzing how we can create a system to manage to take care of these kids together instead of having systems crashed.

Targeted social and psychological support for Ukrainian refugee women with young children: Specific challenges and proposed solutions

Kobekova Alexandra ¹

¹ Kobekova Alexandra

A large proportion of Ukrainian refugees in Germany are women with young children. In addition to all the challenges they face, including trying to adapt quickly to new environments, they also have to cope with a completely new daily routine with their children. Having “suddenly” become single parents, they don’t have any time off.

The article analyses the most needed content and the most appropriate formats for planning effective, targeted support for this particular group of refugees.

To reduce the increased conflict potential, special skills in effective communication, conflict management and self-regulation are needed. However, as ethics education is not part of the school education in Ukraine, this knowledge is often missing and is particularly needed with a focus on conflict management with young children. The same applies to the lack of awareness of the negative effects of sugar consumption on mood swings and conflict potential, which sometimes indirectly leads to increased media consumption among young children as an emergency solution to stop the conflict.

Short, step-by-step “how-to” guides on behavioural and conversational techniques when children have tantrums; ways to maintain stable sugar levels throughout the day; the importance of structured daily routines and rituals for a sense of security; and self-regulation strategies are essential materials to reduce the conflict potential. Due to a lack of childcare facilities, many women are not available until late in the evening, making video formats most appropriate. An example webinar covering these topics for a small group of Ukrainian refugees is also described.

Teachers’ definitions of happiness: inner harmony and relationships

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Background: Teachers play a crucial role in shaping the future of societies. Investigating their view of happiness may provide information on the worldview they convey to pupils and students.

Aims: The present study was aimed to investigate the definitions of happiness provided by teachers from different grades.

Method: Participants were 504 Brazilian teachers (91% women), aged 20-65 years, working in early childhood education (17%), elementary school (17%), middle and high school (20%), as academic staff (28%) and principals (17%). They completed the Eudaimonic and Hedonic Happiness Inventory (EHHI), including an open-ended question inviting participants to freely describe their definitions of happiness. Overall, 1388 answer units were provided, coded and classified in categories reflecting the major life domains: work, relations, health, psychological states, society, wealth, and transcendence. Descriptive statistics and correspondence analysis (CA) were performed.

Results: Two answer macro-categories were identified. Psychological definitions of happiness, reported by 426 participants, primarily referred to inner harmony and balance (39%), satisfaction (23%), and inner states of well-being (20%). Contextual definitions, reported by 308 participants, primarily included family (49%) and interpersonal relationships (45%). CA highlighted relationships between psychological definitions and professional roles. Principals and elementary school teachers showed proximity with harmony, teachers in early childhood education, middle and high school to satisfaction, and academic staff to inner well-being states.

Conclusion: The findings suggest that interventions addressed to teachers and centered on the promotion of inner harmony and healthy relationships may contribute to support their well-being and their positive educational and societal roles.

Teaching Life - do - ability in the 21st Century

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What does it mean to be Life-do-able in the 21st Century? And how can Life-do-ability be taught through a resource- and strength perspective? These were the questions asked in my Ph.d. thesis.

Through a strength based intervention involving 500 students from grade 10, 67 teachers and 3 school managements through a full school year, answers to the thesis’ questions were found.

The study found that the resource- and strengths based perspective became an important stepping stone for the development of Life- do-ability among the students as well as for the teachers’ capability to support students in developing a life doable for each student and the skills of each student to be able to do that life being happy.

Teaching on the inside: A college course focused on the student’s resilience and wellness

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In 2014, the University of Washington began requiring a course in the Early Childhood and Families Studies Program focused on the resiliency and wellness of the student. In this presentation, we will provide an overview of the course, including the types of assignments, presentation foci, readings and final projects. Free resources that others can use in their own teaching will be provided. An overview of the findings from studies of the course’s impact on students’ use of strategies to improve resilient responses will be highlighted and discussed.

Temporal Orientation Influence on Stress Coping: A Study of Young Adults' Temporal Perspectives

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Background: Temporal orientation, which refers to how individuals perceive and evaluate events in relation to the past, present, and future, influences various aspects of human behavior, including stress management. Limited research exists on this topic among young adults, who, due to their new life roles and intense changes, are more susceptible to psychological crises.

Aims: This presentation investigates the relationship between temporal orientation and stress coping in young adults, examining how an individual's perspective on time affects their ability to manage stress effectively.

Method: The study included 230 young adults (aged 18-22, with a balanced gender representation) who completed online questionnaires assessing temporal perspective (AATI), cognitive emotion regulation strategies (CERQ), and the severity of stress symptoms related to critical life events (IES-R). Participants also reported recent crises or traumatic events.

Results: Positive temporal orientation correlated with adaptive cognitive emotion regulation strategies, such as positive reappraisal and acceptance. A positive orientation towards the present and future (but not the past) was associated with positive reappraisal and refocus on planning. Conversely, a negative temporal orientation was linked to strategies like catastrophizing and self-blame. A negative orientation towards the past was associated with increased rumination and stress symptoms.

Conclusion: Temporal orientation significantly influences stress-coping strategies among young adults. A positive orientation, especially towards the present and future, promotes adaptive coping, while a negative orientation, particularly concerning the past, may lead to less effective coping and heightened stress symptoms. Understanding these associations can inform interventions aimed at enhancing stress resilience in young adults.

Testing Associations of Adult Playfulness with Life Satisfaction and Flourishing in Middle- and Older Age

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Playfulness describes individual differences in (re)framing situations in a way that they are experienced as interesting, intellectually stimulating, or entertaining. We extended the study of playfulness to groups of middle- and higher age and examined the relations of four facets of playfulness (Other-directed, Lighthearted, Intellectual, and Whimsical) to indicators of positive psychological functioning by collecting data from 210 participants aged between 50 and 98 years. The playfulness expressions in this age group were comparable to younger adults. We found that playfulness relates to life satisfaction and the PERMA domains of well-being, with small- to-medium correlation effect sizes. The OLIW facets showed differential associations, with regression analyses revealing that particularly Other-directed is positively associated with positive psychological functioning. This highlights the importance of playful relationships across the lifespan. We discuss the findings regarding the role of playfulness for healthy aging.

Testing the reliability and validity of a Primal World Belief scale in English-speaking Adolescents

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Background: Primals, the 26 fundamental beliefs held about the world, can be measured using one of the robust Primal Inventory (PI-99; PI-18; PI-6) scales (Clifton et al., 2019). Holding negative primals is associated with poorer mental health, life and job satisfaction (Clifton, 2019). Positive primals are important to human flourishing (Stahlmann & Ruch, 2022). Currently, there is no published primals research conducted with children, nor is there an appropriately adapted scale available to conduct such research.

Aim: This study aimed to explore the reliability and validity of the PI-18 with English-speaking adolescents.

Method: A pilot of all primal inventories revealed the PI-18 could be adjusted to be used with adolescents aged 11-16 years. The wording of several items on the original PI-18 was adapted for better item comprehension. Conducted online, adolescents completed the adjusted PI-18 and BFI-s (N=269).

Results: Principal component analysis confirmed the adjusted PI-18 to have the same latent construct as the original scale. Cronbach alpha scores indicated acceptable to good levels of internal consistency. Using the BFI-2-s, convergent and divergent analysis results suggest most sub-scales converge, with significant weak to high correlation scores.

Conclusion: The findings support the reliability and validity of the adjusted PI-18. Importantly, there is now a reliable scale to measure primals in English-speaking adolescents. Research can now begin investigating if adolescent primals could be a pathway to help them flourish and a first step to understanding primals across the lifespan.

The Alchemy of Coaching: Unveiling the Periodic Table of Coaching Tools

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Background: Coaching has evolved beyond mere conversation; it incorporates positive psychology, solution-focused approaches, and practical tools to enhance client satisfaction. Laura Komócsin, a master certified coach and the founder president of International Coaching Federation's Hungarian chapter, introduced the pioneering concept of the Periodic Table of Coaching Tools. This groundbreaking system organizes over 100 coaching tools, each assigned a symbol, akin to Mendeleev's arrangement of elements.

Aims: The presentation aims to introduce the audience to the SPARKLE coaching model, structured around seven phases mirroring Mendeleev's seven rows or periods. These phases—Situation, Positioning, Alternatives, Route, Key Obstacles, Leverage, and Evaluation—employ a plethora of positive psychology-based tools.

Method: Through this session, attendees will explore a diverse array of tools sourced from positive psychology, strategically applied across the SPARKLE model's phases. The presentation will highlight specific tools, such as positive visualization, feedback, the JoHari window, the TRUST model, and others, particularly focusing on their application during challenging phases.

Results: Attendees will gain access to a condensed yet comprehensive single-page periodic table encompassing 100 coaching tools. This resource ensures that coaches have a readily available compendium of tools to support clients effectively throughout their coaching journey.

Conclusion: The Periodic Table of Coaching Tools, aligned with the SPARKLE coaching model, represents a systematic and innovative approach to coaching practice.

This presentation promises an enriching exploration of practical tools embedded in positive psychology, fostering greater client satisfaction and empowerment within the coaching process.
<https://businesscoach.hu/en/sparkle-periodic-table/>

The Association Between Posttraumatic Growth and Wellbeing in a Dutch Sample of Breast Cancer Survivors

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Background: Breast cancer can be seen as a critical and widespread health challenge with high incidence rates globally. With early diagnosis and treatment, receiving a positive prognosis for their illness and chances of surviving are a probable outcome. Surviving breast cancer has been associated with emotional, psychological and physical challenges, but also experiences of posttraumatic growth (PTG). However, the association between PTG and psychological benefits remains inconclusive based on prior research.

Aim: With an increasing emphasis on positive psychological outcomes following adversity, such as surviving breast cancer, our aim was to get a better understanding of the adaptability of posttraumatic growth in breast cancer survivors. Specifically, we sought to elucidate the relationship between PTG and wellbeing, and subsequently, identify factors influencing this relationship.

Method: A sample of 214 breast cancer survivors (age 25-82, M(SD)=55.75(9.98)) participated in a Dutch online survey. We measured PTG using the PTGI-SF and assessed psychological, social, and emotional wellbeing using the Mental Health Continuum-Short Form (MHC-SF). Relevant demographic covariates were also considered.

Results: Preliminary linear regression analysis – accounting for confounders such as age, education, cancer stage- showed positive associations between PTG and emotional, social and psychological wellbeing. These findings, along with results from moderation analyses, will be presented.

Conclusions: Our findings provide insights into the adaptive role of PTG in fostering positive psychological outcomes following adversity. Moderation analyses contribute to a comprehensive understanding of the dynamics underlying the link between PTG and wellbeing. These insights can inform interventions and support strategies for individuals surviving breast cancer.

The basic psychological needs frustration predicts adolescents' conspiracy beliefs through materialism

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Research on the roots of conspiracy theory beliefs (CTB) among adolescents is an understudied area. We propose – based on the theory of conspiracy beliefs by Douglas et al. (2017) and self-determination theory (Deci & Ryan, 2000; Ryan & Deci, 2000) – that frustration of basic psychological needs (i.e., autonomy, competence, and relatedness), in conjunction with a materialistic orientation (i.e., focus on financial success, popularity, and an attractive image), represents a psychological stress situation that predicts adolescents' response in the form of conspiracy beliefs. The study was conducted in Poland and Romania among adolescents aged 16-

18. The total sample comprised 561 participants (55.8% girls, 43% boys, 1.3% other response; Mage = 17.27, SDage = 0.79). We

measured conspiracy beliefs with the Adolescent Conspiracy Beliefs Questionnaire, basic psychological needs frustration with the Basic Psychological Need Satisfaction and Frustration Scale, and materialism with the Aspiration Index. We confirmed that both frustration of basic psychological needs and materialistic goals are positively related to conspiracy beliefs. Additionally, we revealed a mediating pathway in the relationship between frustration of basic psychological needs and conspiracy beliefs through materialism, and we identified cultural differences among Polish and Romanian teenagers.

The Black and White of Self-Compassion

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Background: Self-compassion refers to being kind with oneself. In terms of the investigation of this construct, researchers have been often found to undertake the Neff's scale for Self-compassion as a valid measure. Originally the structure was established to measure the six-factors in its population samples with a three-dimensional model, but several articles recently mentioned a two-factor approach instead.

Aim: In order to investigate how self-compassion identified in factors among the adolescents in India, the present study was conducted.

Method: It sampled a data with 815 adolescent school going students from South-Delhi, India. Confirmatory factor analysis was performed on the data at the self-compassion scale for youth (SCS-Youth; Neff et al., 219).

Results: Results from the study found a two-factor model of self-compassion among the Indian adolescents, which were self-compassion and self-coldness; i.e., unrelated to the traditional six-factor structure in the three-dimensional model by Neff (Neff, 2003b). The study explained these findings in lieu of the cultural difference between East and West that differentiates the self-presentation and internalization as a collectivistic and individualistic culture. It also reasoned the moderate correlational relationship between the two components with the emotional expression rules as practiced in the Indian contexts, which are defined by both Bhagwat Gita and Moksha theory in Samakhya Yoga.

Conclusion: The black and white nature of self-compassion was thus considered a future model for assessing self-compassion among Indian adolescents. The study also urges future work in the area for understanding if there is a common or unique understanding of self-compassion among Asian contexts as that of India.

The BRIEF GRAT - An online gratitude intervention for anxiety symptoms and well-being

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Background: Anxiety disorders are common, debilitating disorders associated with decreased well-being. Although numerous treatments targeting them exist, response rates vary. Thus, efforts are being undertaken to address these issues. While gratitude interventions appear promising, their effectiveness in anxiety symptoms and scalability within this population remain unclear.

Aim: We sought to investigate the effectiveness of an online gratitude intervention in reducing anxiety symptoms and increasing well-being. *Methods:* We recruited eligible participants (N = 22, i.e., aged 18-65, with self-reported anxiety symptoms), and randomized them in two groups: an online gratitude intervention and an active placebo (i.e., journaling).

Results: Preliminary results indicated that following intervention both groups evolved similarly in terms of decreases in anxiety symptoms, and increases in satisfaction with life and positive emotions. However, negative emotions decreased only in the gratitude intervention.

Discussion: The gratitude intervention is encouraging within an analogue sample, as it decreases negative emotions when compared against an active placebo. Still, it yielded similar results as the active placebo in alleviating anxiety symptoms and increasing satisfaction with life and positive emotions. Thus, further investigation is needed in order to clarify its effectiveness in this population.

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The Compassion Scale: Psychometric Properties and Associations with Secure Flourishing, and Organisational Commitment of Managers

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Background: Compassion is important for facilitating individual well-being and commitment. However, little is known about its importance and function within organisational contexts and particularly amongst managers.

Aims: This study aimed to a) investigate the psychometric properties (factorial validity and measurement invariance across gender) of Pommier's Compassion Scale, and b) assess the associations between managers' compassion for others, experienced compassion, secure flourishing, and organisational commitment.

Method: The Compassion Scale, Experienced Compassion Scale, Secure Flourishing Index and Organisational Commitment Scale were administered via an online survey. Managers registered at business schools across South Africa were invited to participate in this cross-sectional survey (n = 390).

Results: The results of the validity and invariance tests supported a bifactor ESEM Model with one general compassion factor and four specific subscale factors (mindfulness, kindness, indifference, and common humanity). Structural equation modelling revealed that managers' general compassion and belief in common humanity (a compassion subscale factor) significantly affected their secure flourishing, yet not their organisational commitment. Compassion experienced from others, however, had a strong and significant effect on their secure flourishing and organisational commitment.

Conclusion: The Compassion Scale is a valid, invariant for males and females, and reliable measure of compassion for others, and is suitable for organisational research and for use in a non-WEIRD (Western, Educated, Industrialised, Rich and Democratic) context. Giving and receiving compassion at work has significant benefits for managers and organisations.

The conceptual and practical value of ComunicaBene, an online imaginative training for improving assertiveness

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Using imagery can positively influence beliefs about the future, enhance specific life skills, and promote purpose-oriented behaviors. Considering the versatility of imaginative techniques, we developed ComunicaBene, a web-based imaginative training to improve assertiveness. It consists of three learning phases: I) motivation and psychoeducation, II) guided imagery audio tracks to face social situations assertively, and III) generalization to real-life situations. The training includes a periodical psychologist's supervision to foster motivation, monitor progress, and overcome difficulties. The present study aims to investigate the conceptual and practical value of ComunicaBene. After giving consent, 105 university students (F=86; age: 20-42) responded to standardized questionnaires to investigate symptoms, psychological well-being, assertiveness, and use of imagination. Afterward, participants carried out the intervention, which lasted approximately 8 weeks. At the end, participants responded to a feedback questionnaire. Results showed a positive correlation between unassertiveness and symptoms and between assertiveness and well-being. Moreover, spontaneously imagining interactions as a coping strategy positively correlates with assertive behaviors. ComunicaBene was characterized by a high adherence percentage (88,6%), and most students reported high levels of satisfaction with guided imagery audio tracks and a high level of perceived utility with the program. Even if the findings confirmed the overall acceptability and feasibility of ComunicaBene, some weaknesses have been pointed out: most of the participants were females, and the audio tracks were not compatible with the needs of every participant. In conclusion, ComunicaBene may be a promising tool to improve assertiveness, but future research should focus on overcoming the suggested weaknesses.

The conceptualization of dual-factor model in Chinese college students

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The dual-factor model has been discussed and examined across different cultures. However, no study has examined the validity of the dual-factor model in Chinese college students. We conducted a latent class analysis on 500 Chinese college students. The four-class model best fits the data. Based on the four-class model, we assigned each participant a class membership. It was found that 16.8% of the participants fit into symptomatic but content, 47.6% of the participants fit into complete mental health, 6.6% of the participants fit into struggling, and 29% of the participants fit into vulnerable or moderate mental health. Related factors were explored, and implications were discussed.

The contribution of students' psychosocial resources to coping strategies and positive affective reactions to stressful academic events

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Background: Stress theories emphasize the role of resources in helping people become more resilient when coping with stressful encounters. University students that are more resilient may be less affected by stressful academic events.

Aims: To test the contribution of students' psychosocial resources and coping strategies to positive affective reactions assessed by positivity ratio.

Method: The sample consisted of 294 Jewish (50.7% women) and 234 Arab (54.7% women) students enrolled at an Israeli university. Participants completed questionnaires assessing dispositional optimism, sense of mastery, social support, coping strategies, positive and negative affect, social desirability and demographic variables. They were asked to relate to the most salient source of academic stress experienced during the past academic year when responding to the affective measure.

Results: Optimism, mastery and support were positively inter-correlated and therefore combined into a total psychosocial resources score. Coping strategies were categorized into problem-focused, emotion-focused and avoidance coping. Positive affect was divided by negative affect to create a positivity ratio score. Hierarchical regression analysis including ethnicity, gender and social desirability as control variables showed psychosocial resources and problem-focused coping to contribute positively to positivity ratio whereas emotion-focused coping contributed negatively to this ratio. Tests of resources by coping strategies interactions showed that under high levels of psychosocial resources, the reduced positivity ratio by emotion-focused and avoidance coping was mitigated.

Conclusion: The main findings suggest that appropriate interventions may focus on enhancing psychosocial resources among students.

The Course Was My Lifesaver": The Significance of a Mindfulness and Social Work Course for Students in Israel During the COVID-19 Crisis

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Background and Aims of the presentation: This presentation will describe a course on mindfulness and social work in an Israeli college. During the course, the students dealt with the unpredictable reality and challenges of the COVID-19 crisis. As they studied and practiced mindfulness, they experienced new life circumstances, as a living lab (Segev & Nadan, 2016), creating a direct encounter with the course concepts. Practicing meditation became particularly significant for them given their coping with the crisis and the relationships in their personal and professional life.

Method: One of the course's requirements was writing a journal. Analysis of the students' journals suggested a three-stage learning process: (a) ambivalence toward the course, (b) the magic of mindfulness, and (c) reflection and selection.

The results indicate that the students experienced the course as helping them deal with the COVID-19 challenges on personal, professional, and academic levels.

The presentation will address the conference's aims and themes; it will describe the challenges of COVID-19 in social work education (Gómez-Ciriano, 2020) and how the course helped the students to cope with their personal and professional relationships and their loneliness during the pandemic.

Conclusions and implications: The findings suggest that the students have undergone a significant process, documented but also facilitated by their journal writing. It is therefore recommended that students practice journal writing in additional social work education courses. Moreover, as the findings point to potential benefits of mindfulness exercises in times of crisis, it is recommended that they be fully integrated as required courses.

The dynamics of meaning in life in people with dementia: An experiencing sampling study on daily within-person fluctuations and relationships with affect and life satisfaction

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Background: Dementia poses one of the greatest challenges of our aging society. Given the absence of effective treatments, it is a global research priority to understand the experiences and promote the well-being of people living with dementia today. Some studies point to the importance of meaning in life for well-being in dementia, but evidence is scarce and limited to qualitative research or between-person correlational findings on global trait-level meaning. In the general population, however, studies have shown important fluctuations in daily meaning and within-person associations with other variables of well-being such as affect and life satisfaction.

Aims: To examine daily fluctuations of meaning in life and determine dynamic within-person associations with affect and daily life satisfaction in people with dementia.

Method: A transdiagnostic sample of Australian adults with mild dementia complete a 10-day smartphone experience sampling study with 7 daily measurements of momentary positive and negative affect and an end-of-day measurement of daily meaning in life and life satisfaction.

Results: Data collection is ongoing and results will be presented at the conference. Given the hierarchical time-series data, multilevel modelling will be used to analyze the data.

Conclusion: This work will contribute fundamentally to our understanding of the daily experiences of people living with dementia and the dynamic relationships between different aspects of their well-being. Furthermore, it provides methodological innovation and input for future studies by demonstrating the feasibility of an experience sampling approach in a targeted dementia population.

The effect of expressive positive emotion writing on primary caregiver benefit findings and positive feelings in patients with advanced lung cancer: a quasi-experimental study

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Background: Primary caregivers of patients with advanced lung cancer often have heavy caregiving burdens and negative experiences, which in turn lead to decreased levels of benefit finding and impact quality of life. Expressive positive emotion writing interventions have been shown to provide physical and psychological benefits to individuals, yet the research population is restricted to patients and a limited number of articles examine writing to express with caregivers.

Aims: Exploring the effects of expressive positive emotion writing intervention on the level of benefit finding and the degree of positive feelings among primary caregivers of patients with advanced lung cancer.

Method: Adopting a quasi-experimental research method, 88 primary caregivers of patients with advanced lung cancer were randomly divided into an experimental group and a control group by tossing a coin. The control group implemented routine health education including in-hospital disease-related health guidance and out-of-hospital follow-up education. The experimental group received thematized expressive positive emotion writing intervention based on routine health education, including the writing of 8 themes in four parts, namely, "Positive Emotions", "Cognitive Appraisal", "Meaning Exploration", and "Igniting Hope", for a total of five weeks, two times a week, 20 min each time, for a total of 10 times. Considering the rules of expressive positive emotion writing, medical and nursing experts in oncology and psychological care developed a guidebook for expressive positive emotion writing. Pre-intervention and immediately after the post-intervention period, the Benefit Finding Scale for Caregivers (BFS-C) and the Positive Aspects of Caregiver Scale (PACS) were used to assess the level of benefit finding and positive feelings of caregivers. Independent samples t-test, Mann Whitney U-test, chi-square test, and Fisher's exact probability method were used to analyze the data.

Results: There was no statistically significant difference between the two groups in terms of BFS-C total scores and subdimension scores before the intervention ($p > 0.05$), and the experimental group's BFS-C total scores and subdimension scores were higher than the control group's immediately after the end of the intervention (p -value of the BFS-C total scores and acceptance, family relationships, personal growth, social relationships, and health behaviors were all $p < 0.001$). The difference in PACS total score and sub-dimension scores between the two groups before ($p > 0.05$) and immediately after the end of the intervention ($p < 0.001$) was statistically significant, with the test group scoring higher than the control group.

Conclusion: The Expressive Positive Emotion Writing intervention can enhance benefit finding levels and improve positive experiences of caregiving among primary caregivers of patients with advanced lung cancer, which may help to sustain their caregiving in the long term.

The Effect of Gratitude Intervention on Well-Being: Evidence from a Within-Person Experimental Daily Diary Approach

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Given the rise in the global prevalence of stress and depressive symptoms, there is an increasing need to identify promising interventions that promote well-being. One potential intervention that has been widely discussed in the literature on improving well-being is the practice of gratitude. However, findings on its effectiveness have been marred by inconsistency and publication bias. Building upon past studies, the current study aims to revisit the effect of a gratitude contemplation intervention on multiple well-being outcomes by using a within-person experimental design with a daily diary approach. Multilevel modeling showed that the gratitude contemplation intervention had a significant within-person effect on multiple daily well-being outcomes including negative affect, perceived stress, anxiety, and depressive symptoms. Moreover, the results were robust across varying levels of personality traits. Our study provides another line of evidence to the literature supporting the benefits of gratitude contemplation intervention.

The effect of mindfulness meditation on dental anxiety during implant surgery: a randomized controlled clinical trial

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Dental implant surgery is almost always associated with patient anxiety. Anxiety during dental surgical procedures triggers an increase in sympathetic activity. Mindfulness meditation (MM) is often associated with high levels of relaxation in the form of increased parasympathetic tone and decreased sympathetic activity. However, the effect of MM on dental anxiety is not clear. The current study aimed to show the effects of a MM as a sedative technique during dental implant surgery by examining the State-Trait Anxiety Inventory (STAI-S), bispectral index (BIS), cortisol levels (CL), systolic (SBP) and diastolic blood pressure (DBP), heart rate (HR) and saturation (SpO2) parameters. HR, SBP, DBP, SpO2, BIS score and CLs were compared at the baseline, immediately before-, during-, and immediately after surgery between the test and control groups. We found that the MM resulted in significant decrease in BIS together with positive effects on hemodynamic parameters (decrease of HR, SBP, DBP and increase of SpO2), psychological findings (improvement on STAI-S scores) and biochemical outcomes (decreased CL). In conclusion, the results demonstrate that MM appeared to be a reliable strategy for managing stress during dental implant operation with benefits in psychological, physiological and biochemical outcomes.

The Effect of Self-Concept Clarity on Decision-making

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Self-concept clarity is crucial for life outcomes and well-being in individualistic more than in collectivist contexts (Campbell et al., 1996). However, the mechanisms through which self-concept clarity is beneficial to well-being and why it is culturally moderated remain understudied. We propose that, in individualistic contexts, self-concept clarity is associated with better and easier decision-making through having more accessible attitudes in self-relevant domains. Across three studies, we find evidence that having higher self-concept clarity reduces the burden of decision-making. In Study 1, we find that self-concept clarity is associated with less decision difficulty and lower post-decisional regret. In Study 2, we find that people with higher self-concept clarity expressed their attitude faster in self-relevant domains than in self-irrelevant domains. In Studies 3a&3b, we find that people with high self-concept clarity report using authentic self-knowledge in their choice of romantic partners and are more confident and committed to their relationship over time. Taken together, these results suggest that self-concept clarity eases decision-making in an individualistic culture. However, it is important to acknowledge the limitations of our sample. Studies 1 through 3 were conducted in an individualistic cultural context, which raises questions about the generalizability of our findings to other cultures. To address this limitation, we are currently running cross-cultural studies that involve Philipino and North American samples. By developing a model that explores the mechanisms through which self-concept clarity influences well-being, we hope to contribute to the understanding of the underlying mechanisms of SCC and their implications for well-being across cultures.

The effectiveness of the best possible self (BPS) intervention in college students from China and the Netherlands: A cross-cultural study

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Background: The best-possible-self (BPS) intervention requires people to imagine and write a future in which everything goes as well as it could. Its effectiveness has been established in Western people but is still under exploration in Eastern samples. A direct comparison of its effectiveness between Western and Eastern people is currently lacking, yet it is essential to comprehend the cultural sensitivity of the BPS.

Aims: 1) To compare the immediate and short-term follow-up effects of the BPS between Eastern (Chinese) and Western (Dutch) samples; 2) To investigate its effectiveness in both samples separately as well as the underlying mechanism.

Method: Participants (61 Chinese, 48 Dutch) were randomly assigned to the BPS or a control condition and underwent a three-time online intervention delivered within one week.

Results: Dutch participants reported more benefits than the Chinese in terms of positive affect (immediately) and trait optimism as well as subjective well-being (follow-up). Chinese participants reported changes mostly in negative outcomes, and after multiple sessions only. Generally, effect sizes were larger in the Dutch sample.

Conclusion: We replicated previous findings and added evidence supporting the effectiveness of the BPS in Dutch and Chinese people. This study indicates that BPS may be more effective in the Dutch sample for positive outcomes but can also be effective in the Chinese sample for negative outcomes with multiple sessions. Future studies may investigate underlying cultural sensitivity and adapt the BPS based on specific cultural backgrounds.

The effects of optimism and pessimism on temporal satisfaction with life during the course of the Covid-19 pandemic

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Background: The Covid-19 pandemic and respective mitigation measures impacted people's temporal life satisfaction. These impacts may depend on individual dispositions, such as optimism and pessimism. Optimism and pessimism, temporal life satisfaction, and the effect of the former on the latter may have changed during this crisis.

Aims: Our study explains the effects of optimism and pessimism on life satisfaction before, during and after the pandemic (RQ1), the change of the examined constructs during the pandemic (RQ2), and the change of the effects of optimism and pessimism on temporal life satisfaction during the pandemic (RQ3).

Method: The data were collected online in 2020 (n=633) and 2022 (n=352). The measurement instruments were the Life Orientation Test and the Temporal Satisfaction with Life Scale.

Results: A PLSPM analysis reveals that optimism positively and pessimism negatively affect past, present and future life satisfaction, with stronger path coefficients for optimism and an explained variance between 17% to 30% (RQ1). The only significant difference in means is detected for past life satisfaction with lower values at the second measurement (RQ2). A bootstrap comparison shows that only the path coefficient of optimism on present life satisfaction is significantly higher during the second measurement (RQ3).

Conclusion: People should primarily strengthen optimism and additionally weaken pessimism, as relevant dispositions for life satisfaction (RQ1). The duration of a crisis leads to a negative bias regarding past life satisfaction (RQ2). Optimism can serve as a mental shield, as its effect on present life satisfaction increases during a crisis (RQ3).

The effects of playfulness-based positive psychology parenting on Taiwanese parents

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The objective of this study was to integrate playful parenting, positive psychology parenting, and strength-based parenting (SBP) to develop a playfulness-based positive psychology parenting (PBPPP), and to explore their effects. This research will adopt the playful learning of Six Bricks, Play Box, and Positive Psychology Cards, and strengths perspective, characters strengths and positive emotion, the practice of PBPPP, and reflection of PBPPP. The study participants were 20 Taiwanese parents with children or adolescents, and they were randomly assigned to the experimental group and the control group using a quasi-experimental **Method:** The t-test and one-way ANCOVA were used to compare the differences between the two

groups at the end of the two groups and three weeks later in the “Playfulness Scale”, “SBP Ability Scale” and “Positive and Negative Emotions Scale”. The experimental group will be given a program of PBPPP, and the control group will be read with “Strength Switch”.

The results showed that: (1) through the program of PBPPP, the experimental group had an immediate effect on positive emotion and playfulness, and the knowledge of SBP, the use of SBP, positive emotion and playfulness had a delayed effect. (2) through reading of “Strength Switch”, the control group has an immediate effect on negative emotions, and a delayed effect on negative emotions and playfulness (3) Through univariate covariate analysis, there were significant differences between the implementation group and the reading group in the negative emotion posttest and follow-up test.

The Evaluation of the Bounce Back Positive Psychology Intervention for Parents

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Background: A decline in parental well-being due to stress can lead to long-lasting effects on their children’s growth. The bounce-back program is a multicomponent PPIs aimed at parents and caregivers, co-developed by Ian Platt (University of Bolton PhD student), Claudine McFaul (Open University, staff tutor), and Dr. Michelle Tytherleigh (University of Chester, staff tutor). The program is centred on six core themes: character strength, gratitude, savouring, kindness, hope & optimism, meaning & purpose.

Aims: To evaluate the impact of the Bounce Back six-week multi component PPI program delivered to improve parents’ mental wellbeing. **Method:** Mixed methodology; quantitative 11-point Likert scale (0 signifying a great deal less and 10 signifying a great deal more) and qualitative through structured zoom interview.

Results: Mean score (increased Hope 7.37; increased parenting confidence & positive parenting 7.87; anxiety reduction 7.37), increased gratitude (mean score of 7.87), reflection on parenting (mean score of 8), and increased joy (mean score of 8). Moreover, this study reported a reduction in sadness (mean score of 1) and an increase in optimism (mean score of 8.25). These findings reflect experiences of positive emotions, engagement, and relationships, which aligns with Seligman’s (2011) PERMA model of well-being. A qualitative thematic analysis was carried out to explore further the parents’ experiences, and five main themes emerged: “help me first,” “we all have challenges,” “different folks, different strokes,” “feel more equipped,” and “introspection.”

Conclusion: The findings shows that multicomponent of PPI, can improve the subjective wellbeing of parents and help to improve relationships in families.

The Grindavik Support Hub: The Kara Connect Mental Health and Psychosocial Support (MHPSS) in Emergencies

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Background: The small Icelandic telehealth company, Kara Connect, took on a significant challenge when an earthquake struck Grindavik, Iceland. In response to the emergency, Kara Connect initiated collaboration with the Department of Civil Protection and Emergency Management and the Red Cross. The objective was to establish a virtual Support Hub to provide specialised psychological support and services to the evacuated residents of Grindavik, free of charge. This project aimed to leverage technology to address the urgent mental health needs of those affected by the disaster.

Aims: The primary goal of this initiative was to create a virtual platform that would facilitate access to psychological support for the evacuated residents of Grindavik. Kara Connect sought to bring together psychologists and specialists from various parts of Europe, who volunteered their time and expertise to support the affected community. The overarching aim was to address the mental health challenges resulting from the emergency and earthquake through a collaborative and innovative approach.

Method: The project relied on the selflessness of psychologists and specialists who volunteered their time to offer psychological support to the people of Grindavik. The virtual Support Hub utilised telehealth technology to connect these professionals with the evacuated residents, providing a platform for remote counselling and support services.

Results: The initiative successfully brought together a diverse group of psychologists and specialists who, despite being scattered across Europe, collaborated to provide valuable psychological support. The virtual Support Hub facilitated communication in multiple languages, ensuring accessibility for the evacuated residents. Polish, Spanish, and English-speaking volunteers joined Icelandic speakers in contributing to the initiative’s success.

Conclusion: The collaborative efforts of Kara Connect, the Department of Civil Protection and Emergency Management, the Red Cross, and the selfless psychologists and specialists resulted in the establishment of an effective virtual Support Hub. This initiative demonstrated the power of positive psychology in addressing immediate and critical mental health needs during emergencies. By fostering collaboration and leveraging technology, the project created a model for delivering psychological support that transcends geographical boundaries, emphasising the importance of wellbeing and positive social change in crisis response efforts.

The Holistic Life-Crafting Model: A Systematic Literature Review of Meaning-Making Behaviors

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Pursuing meaningful life experiences is vital for wellbeing and health. Crafting strategies, such as job crafting and work-life balance crafting, have been developed to create meaning in specific life domains. However, these strategies share common underlying behaviors that transcend specific contexts. Building on this understanding, we propose a comprehensive “holistic life crafting” approach that integrates overlapping behaviors from various crafting strategies. This study aims to clarify the theoretical conceptualization of life crafting by identifying common strategies and behaviors underlying different meaning-making crafting approaches. Through a systematic literature search of six databases between January and April 2022, we identified 16,479 published records. Using predefined inclusion-exclusion criteria, 51 records (reflecting five crafting approaches, resul-

ting in 223 different crafting behaviors) remained. Through content analysis, we grouped these behaviors into seven broader crafting strategies, forming the “holistic life crafting” approach. Findings suggest that life-crafting is a holistic, continuous process of proactive meaning-making by intentionally balancing life demands with available resources and altering life’s cognitive, environmental, interest, relational, skill, and task-related aspects to promote personal growth and wellbeing. The holistic approach encompasses cognitive, environmental, interest, relational, resources-demands, skill, and task crafting strategies. This framework provides a comprehensive understanding of how individuals can actively shape their lives to promote more meaningful life experiences across different domains.

The Identity Harmony Model of Inclusive Leadership: A Positive Identity Development Perspective on Fostering Workplace Inclusion

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As societal tensions tied to identity have increasingly impacted workplaces worldwide, a sense of urgency has grown for more progress on integrating and enabling all employees to fully contribute their abilities and achieve their potential. An obstacle to developing more inclusive leaders and workplaces, however, is that inclusion is not well-understood. The newly developed identity harmony model of inclusion (IHMI; Brafford, 2023) synthesizes identity, self-determination theory (SDT), and inclusion literature as a basis for proposing that employees’ experience of inclusion emerges from two main factors. The first is the development of strong, well-internalized work identities catalyzed by satisfaction of SDT needs, which enable employees to feel socially embedded, effective, and valued. The second is the integration of work identities with important nonwork identities (i.e., individual, social category, and nonwork role identities) to achieve harmonized relationships among them. Together, these factors generate subjective experiences and behaviors that derive from a more authentic, integrated sense of self at work. Supervisory leaders can play an especially important role in this process. I tested aspects of the IHMI in a survey study that used path analysis and multiple regression. Participants were lawyers and their support staff, including 448 followers and 179 leaders. This session will review the key theoretical pillars of the IHMI, the study findings, and practical approaches for leaders to cultivate employees’ experience of inclusion.

The Impact of a Gratitude Journal Intervention on International Baccalaureate Diploma Program Students’ Stress and Life Satisfaction

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Research suggests that students enrolled in the International Baccalaureate Diploma Program (IB DP) experience heightened levels of stress compared to students not enrolled in the IB DP. Stress is negatively associated with life satisfaction, thereby prompting researchers to find effective interventions to improve these outcomes. The purpose of this presentation is to explain a mixed-methods experimental study that examined the extent to which gratitude journaling decreases stress and increases life satisfaction of students enrolled in an IB DP program (n=64). Researchers collected and analyzed survey data from three separate time points (pre, post, and three-week post-intervention) as well as qualitative data from student journals to explore and analyze students’ experiences with stress and the intervention. Results suggest that stress is associated with lower levels of life satisfaction and that participating students had higher life satisfaction post-intervention. These same participants reported significant increases in stress three weeks following the intervention. Results also indicate that students who participated in the control group (journal writing, n=63) had lower stress and higher life satisfaction following treatment, thereby suggesting a positive impact of journaling. Lastly, analyses suggest that the number of gratitude journal entries written impacts students’ life satisfaction. We discuss student suggestions for IB DP improvement and implications for research.

stress, life satisfaction, gratitude journal, gratitude, International Baccalaureate Theme: Other (stress and life satisfaction)

The impact of a whole school wellbeing education intervention on primary school students in Hong Kong during Covid-19

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Background: Despite the flourishing in recent years in applications of positive psychology in the field of education, there is a paucity of research investigating a whole school wellbeing education intervention for primary school students, especially during the pandemic.

Aims: The present study examined the impact of a whole school wellbeing education intervention on students’ wellbeing and mental health in Hong Kong.

Method: Ten primary schools joined the project from Sept 2020- Sept 2022, A total of 3,500 students experienced twelve modules in wellbeing education culturally adapted to the developmental characteristics of Chinese students of different grades in Hong Kong. The theoretical framework incorporates the essences of three models, the Positive Education PERMA+H model, the applied model of Positive Education, and the experiential learning model. An integrative positive transformational learning framework is formulated to enhance the wellbeing of students. The learning framework includes six steps. “learn”, “live”, “reflect”, “conceptualize”, “apply”, and “embed”. Students were administered a pre-test and post-test of wellbeing and mental health measures. Paired sample t-tests were conducted by SPSS 26 to analyze the students’ change.

Results: Findings showed significant increases in students’ wellbeing, resilience, use of character strengths, and engagement in study. Results also indicated significant decreases in the level of depression, anxiety, and stress.

Conclusion: The results highlight the potential of the whole school wellbeing education intervention for increasing wellbeing and reducing mental health problems among primary school students in Hong Kong. Implications, limitations, and future directions for promoting wellbeing education are discussed.

The Impact of Benevolent Childhood Experiences on Adult Flourishing: The Mediating Role of Light Triad Traits

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Background: The literature has well documented the relationship between Adverse Childhood Experiences, personality traits,

and well-being. However, less is known about how Benevolent Childhood Experiences (BCEs) relate to “light” personality traits and Flourishing. *Aims:* The study analyzed the effects of BCEs on Flourishing, considering the mediator role of Light Triad traits (Kantianism, Humanism, and Faith in Humanity). *Method:* The study used a quantitative methodology with a non-experimental, cross-sectional design; 410 Honduran adults responded to the survey, including questions regarding Light Triad personality traits, Flourishing, and BCEs. *Results:* On average, respondents reported 7.34 BCEs. The number of reported BCEs did not vary significantly between men and women. However, specific BCEs were categorically associated with subjects’ sex. For instance, having at least one teacher who cared about the respondent, having opportunities to have a good time, and liking/feeling comfortable with oneself, with a higher proportion of men reporting such BCEs. Flourishing was significantly higher for participants who reported the presence of BCEs. The largest effect size was achieved for the difference in Flourishing scores between those who reported liking school as a child and those who disliked it. The number of Benevolent Childhood Experiences had a significant total and direct effect on Flourishing scores. Significant indirect effects were also identified. Faith in Humanity and Humanism, not Kantianism, mediated the relationship between BCEs and Flourishing. BCEs significantly explained all Light Triad traits. *Conclusion:* BCEs have significant direct and indirect effects on adult Flourishing; Faith in Humanity and Humanism mediate this relationship.

The Impact of Covid-19 on Life Satisfaction: a Long-Term, Cross-National Perspective

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In recent years, the focus on understanding the immediate impacts of the Covid-19 pandemic, including its effects on subjective well-being across diverse countries, has been notable. This study, however, seeks to place these immediate effects in a long-term, and international perspective by comparing them with (economic) crises in the past 50 years.

The complexity of time within human societies is acknowledged, involving three simultaneous dimensions: historical time (period, trend), birth cohort (generation), and age (life cycle). Age effects capture developmental changes throughout the life cycle, while period effects stem from cultural and economic shifts specific to particular time periods, affecting individuals of all ages. Cohort effects, representing the core of social change, are shaped by shared experiences of historical and social factors over time.

This research delves into assessing the interplay of age, period, cohort, and economic variables on overall life satisfaction. The study years.

Employing Hierarchical Age Period Cohort Regression (HAPC-regression), the analysis considers time period and birth cohort as social contexts, using Eurobarometer survey data and macro-economic series for eight European countries from 1973-2022.

The findings indicate that period effects generally outweigh cohort effects, with France being an exception. Past economic recessions exhibit a significant and lasting impact on life satisfaction.

Notably, the COVID-19 crisis and the 1980s economic crisis demonstrate comparable short-term effects, yet the latter crisis leaves a more profound and enduring impact on life satisfaction.

The Impact of Hope and Grit on Academic Outcomes of Trauma Exposed Students

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Background: In their seminal work, Felitti et al. (1998) found that trauma is a global health epidemic impacting aspects of well-being as well as communities in all demographic domains. Furthermore, people respond differently to trauma based on protective factors. This study delves into the intricate dynamics among trauma, hope, grit, and academic success of college students. Recognizing the prevalence of trauma, the research aimed to uncover the relationships between exposure to trauma, academic success and the impact of hope and/or grit.

Aims: The primary objectives of this research were to investigate 1) the relationship between exposure to trauma and academic success, 2) to explore the relationship between hope and grit levels and academic achievement in trauma-exposed students, and 3) to assess whether hope and/or grit act as moderating factors in the complex interplay between trauma and academic success.

Method: The study employed a Quantitative methods approach. The ACE score was utilized to assess trauma exposure, the Dispositional Hope scale and Grit S scales measured levels of hope and grit, and GPA was utilized to gather academic performance data.

Results: Preliminary findings indicate a correlation between trauma exposure and academic success, with hope and grit playing roles in mediating this relationship.

Conclusion: This research sheds light on the relationship between trauma, hope, grit, and academic success. The implications of these findings underscore the importance of holistic support systems and interventions that address the academic challenges as well as the psychological and emotional well-being of trauma-exposed individuals in the pursuit of academic success.

The impact of parental emotional abuse on psychological distress among Chinese primary school students: The roles of resilience, growth mindset, and positive relationship at school

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Background: Parental emotional abuse (EA) may impact on children’s distress, especially under the global impact of the COVID-19 pandemic. Protective factors, such as resilience, a growth mindset, and positive relationship at school, may mitigate the influence of EA on a child’s mental health.

Aim: The current study investigated the impacts of emotional abuse on primary school students’ mental health. Based on the Systematic Self-Reflection model, we examined the mediating role of resilience and the moderating roles of a growth mindset and positive relationship at school in the association between stressors and distress outcomes.

Methods: A sample of 607 students, aged between 8-14, from three primary schools in Hong Kong, China, completed the questionnaire survey. PROCESS for SPSS was applied to examine the moderated mediation models.

Results: EA was significantly and positively associated with distress. Resilience mediated the relationship between EA and distress. Positive relationship moderated the association between EA and distress while growth mindset moderated the mediating effect of resilience in the relation between EA and distress.

Conclusions: EA has a negative impact on Distress among the primary school students. Students with higher level of growth

mindset

moderates the negative impact of EA on resilience. Moreover, a higher level of positive relationship mitigates the negative effect of EA on Distress. The results of this study provide further support for the Systematic Self-Regulation model and the moderating roles of growth mindset and positive relationship at school in mitigating the impact of EA on resilience and distress among the primary school students.

The impact of the Nursing Pub 'Go to Heaven' on IKIGAI (reason for living)

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Background: The care recipient doesn't feel "IKIGAI". About 80% of the elderly answered "I want to live", whereas about 70% of those who need care answered "I don't want to live". In addition, care workers' remuneration is low and there is a lot of stress at work.

Aims: Verify that the Nursing Bar "Go to Heaven" is effective against the four problems (1. Reward for care workers is low. 2. The stress of care workers is high. 3. Care recipients don't feel worth living 4. Communication is limited) occurring in nursing homes.

Methods: Intervention surveys will be conducted for nursing staff working at the Nursing

Results: Before and after the intervention, the income of caregivers increased and the stress decreased. In addition, respondents said that the proportion of those who need care has increased their purpose of life and communication has become smoother.

Conclusion: It has been found that the practice of Nursing Bar "Go to Heaven" is effective in solving the four problems in the care setting. 1. The salary of care workers has increased. 2. The stress was reduced by the nursing staff who enjoyed themselves while enjoying alcohol. 3. For those who need care, being able to go to drink with pick-up led to life. 4. Communication that had limitations in nursing care facilities has come to proceed smoothly.

The impact on elderly care recipients of setting the concept of a nursing care facility as a Japanese castle.

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When the concept of the nursing care facility and the overall architecture of the facility were changed to a Japanese castle, the well-being of the elderly care recipients improved, negative emotions decreased, and positive emotions increased. The wheelchair was decorated to look like a lord would ride in it, and the name of the patient was changed from "patient" to "lord" and "princess." The nursing staff's uniforms have a design from 400 years ago. Not only has their well-being improved, but the number of residents has also increased, which has had a positive impact on management. Next, they plan to build nursing care facilities based on Hawaii, Bali, and Mediterranean concepts.

The Importance of Emotions on Adolescents' Neutral and Problematic Photo Self-disclosure on SNS

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Adolescents' online photo self-disclosure is one of the most popular activities on social networking sites (SNS) which can be both, neutral (e.g., selfies) and problematic (e.g., photos of age-forbidden behavior). Moreover, mainly adolescents' disclosure is explained by the decision-making process, while emotions are left behind. Thus, the aim of this study is to analyze the importance of emotions on adolescents' neutral and problematic photo self-disclosure on SNS. To reach this aim, the quantitative study was organized (N=586; Mage=14.53, SDage=1.37; 61.1% female). Adolescents were asked to fill in questionnaires, assessing their neutral and problematic photo disclosure on SNS, and positive and negative emotions. The results of regression analysis show that adolescents experiencing both, positive and negative emotions are more likely to engage in neutral photo self-disclosure (F(4, 580)=182.31, p<.05); adolescents experiencing more positive, but not negative emotions are more likely to engage in problematic photo self-disclosure (F(4, 587)=204.57, p<.05). Thus, we may state while creating or implementing prevention or intervention programs on adolescents' photo self-disclosure on SNS it is important to pay attention on adolescents' emotion regulation.

The influence of a positive psychological intervention programme on Kenyan first-year students' well-being

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Background: Many first-year university students experience challenges that influence their overall well-being (Wangeri et al., 2012). Positive Psychological Interventions (PPIs) are empirically validated activities that promote the frequency and expression of positive emotions and facilitate the use of thoughts and actions that enhance well-being (Parks & Biswas-Diener, 2013). There is evidence that PPIs can increase well-being (Bolier et al., 2013) but research into their applicability in universities in sub-Saharan Africa (SSA), is limited.

Aim: The aim of this study was to investigate the influence of a positive psychological intervention (PPI) programme on the well-being of first-year students at a Kenyan university.

Methods: A mixed-methods approach was used to collect data. Pre-intervention measures assessing well-being, depression and anxiety levels were administered to 234 first-year students. From this larger sample, participants of the intervention group were selected and matched with a control group. The PPI programme was based on Seligman's (2011) PERMA model of well-being. Post-intervention measures were administered to the intervention group (n=34) and non-intervention control group (n=32). Semi-structured interviews were conducted to assess the participants' (n=17) experience of the programme on their well-being.

Results: Findings suggest that post-intervention, the intervention group scored significantly higher on overall well-being (p<.001) than the non-intervention control group. The control group scored significantly higher on depressive and anxiety symptoms (p<.001) than the intervention group. Some of the emerging themes included, improved interpersonal skills and ability to manage stress.

Conclusion: The findings suggest that the PPI programme had a positive influence on the well-being of participants.

The influence of financial self-management on the well-being and vitality of working people - a quantitative study

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Background: The consequences of Russia's war of aggression against Ukraine have had far-reaching consequences for the economic and financial situation in Germany and Europe. The rise in food and energy prices is driving up household spending. Dealing with financial self-management is important in view of this situation. Studies show that financial self-management can be trained and that this has a positive effect on life satisfaction and mental strength. However, its influences on other positive psychology variables is unexplored.

Aims: The aim of this study was to quantitatively investigate the influence of financial self-management on the well-being (flourishing) and vitality of working people. Furthermore, moderation analyses were conducted to investigate interactions between financial self-management, well-being and vitality.

Method: As part of a quantitative research design, a survey was conducted with a total sample of N = 157. Financial self-management, well-being and vitality were operationalized. Regression analyses and moderation analyses were used to analyze the data.

Results: Results showed that there are significant influences of financial self-management on flourishing and vitality (index value) as well as its individually differentiated and condition-related consideration. In addition, a moderating effect on the relationship between financial self-management, well-being and vitality based on income was discovered.

Discussion: Links to the elements positive emotion, engagement, accomplishment and vitality of the PERMA-V model as well as links to the model of positive self-management were identified. The limitations of this work will be considered in the methodological discussion. Further research regarding the development of positive self-management is necessary.

The innovation of digital well-being development – Validating the holistic application of positive technological solutions in a social context

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How much does the social context impact the effectiveness of positive psychological interventions? The research examines the effects of selected positive psychological interventions that can be applied within the application on well-being and subjective experiences in a social context. The results will be utilized for the design of an innovative well-being application.

The target audience of the application aged 18-35, was invited to participate in three experiential impact assessment sessions, involving a total of 44 participants.

The effectiveness of the interventions was assessed through pre- and post-measurement and a focus group (semi-structured) interview after the sessions. The questionnaire package used in the pre- and post-measurement included the Brief Resilience Scale (Smith et al., 2008), the WHO Well-being Questionnaire (Bech et al., 1996), the Positive and Negative Affect Schedules Questionnaire (Watson et al., 1988), the Multidimensional Perceived Social Support Scale (Zimet et al., 1988), the Positivity Test (Fredrickson, 2009).

As a result of my research, I found a positive and significant change in the emotional state of the users, with the social aspect contributing to a positive evaluation of the experience.

My findings are in line with previous research (O'Connell et al., 2016; Khazaei et al., 2017) and validate that a self-developed application should be based on positive psychological interventions and use the social aspect in the online space.

The Invisible Plight: Identity Precarity in a Volatile Working Environment

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Gig workers make up a steadily rising share of the labor force. Due to the growing influence of gig work, scholars seek to understand how these types of workers find their own place without the traditional infrastructure that supports workers in most types of organizations. This leads to a question: How do gig workers stay motivated without the customary mechanisms that traditional workers utilize? How can organizational identification lead to positive psychosocial benefits for workers, including higher motivation? I study how ride-sharing drivers in China operate in a volatile working environment exacerbated by external events outside of their control, leading to the development of a weak professional identity. I use qualitative data collected from interviews conducted before December 2022, pre-lifting of COVID-19 restrictions, to characterize their key struggles and their lack of supportive resources in forming a resilient self-view. Drivers' weakness in the expectancy and instrumentality pillars of motivation could be attributed to threats to their identity narrative. The pandemic and rising gas prices were exogenous factors that drivers could not rationalize away due to the weakness, precarity, and fragility of their holding environment. This research highlights important areas for further understanding the role of identity in gig work as well as the contextual effects of organizational identification on motivation.

The key role of managers to identify their employees' experience of failure at work as a positive resource

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Background and Aims: In our study, we investigated the factors influencing the experience of failure at work and the factors contributing to growth from it. The three main questions of our study are: (1) Which previously identified factors influencing the experience of failure at work? (2) What other factors, which have not been investigated so far but are relevant based on the literature review, may have an impact on the growth from failure? (3) Which of these factors have the greatest impact on the ability of an employee to experience failure and grow from it as effectively and efficiently as possible?

Method: The study involved quantitative and qualitative analysis too. A coding system was then developed based on the responses received.

Results: In addition to the previously identified factors, organisational culture and mental toughness have a significant influence on this process, which has not been investigated in previous research.

Conclusions: First and foremost, managers are the ones who can help employees grow from failure, but at the same time, the

significant power of organizational culture and mental toughness cannot be overlooked by organizations in effective failure management.

The mediating role of reward processing in the associations between resilience and satisfaction with life, positive and negative affect, and stress

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Background: In the past decades, research has shifted its focus from pathology towards a more in depth understanding of optimal functioning, with subjective well-being increasingly gaining attention. While its emergence and maintenance has been consistently linked with resilience, mechanisms underlying this association are less clear. Still, among these, reward processing (RP) represents a promising potential candidate. This study aimed to test the mediating role of RP in the associations between resilience and subjective well-being, with a focus on satisfaction with life, positive and negative affect, as well as stress.

Method: We recruited 300 participants (mage=32.53; SD = 12.30; 75% females). After providing informed consent, participants completed questionnaires assessing study variables. We ran a series of mediation analyses (5000 bootstraps) to test whether RP mediates the links between resilience and outcome variables.

Results: RP consistently mediated the associations between resilience and outcome variables in all four models. High levels of resilience predict higher levels of satisfaction with life well-being and positive affect through higher levels of RP. Low levels of resilience predict increased levels of negative affect and stress through lower RP. Across all models, except the one predicting negative affect, the direct impact of resilience on outcomes remained statistically significant.

Conclusion: The findings suggest that RP serves as a potential mechanism, partially explaining the connections between resilience and subjective well-being. Limitations and future directions are discussed.

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The Mediating Role of Self-efficacy in Romantic Relationship in the Relationship Between Self-compassion and Romantic Relationship Satisfaction

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This study aimed to investigate the mediating role of self-efficacy in romantic relationships in the relationship between self-compassion and romantic relationship satisfaction. A convenience sample of 505 (82 % female, 16.4% male, 0.8% other, and 0.8% not stated) university students in their emerging adulthood, involved in non-marital romantic relationships were gathered. The data were collected through the demographic information form, the Self-Compassion Scale, the Self-Efficacy in Romantic Relationships Scale, and the Relationship Assessment Scale. The reliability and validity of the scales, assumptions of meditation were examined before the primary analyses and were confirmed for the current study. The hypothesized model was tested with simple mediation analysis. The findings implied that self-efficacy in romantic relationships fully mediated the relationship between self-compassion and romantic relationship satisfaction. A discussion on self compassion and self-efficacy in romantic relationships was stated.

The Neurobiology of Awe

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Awe is a complicated emotion that is challenging to define. It is characterized by wonder, reverence, and amazement because of "perceived vastness" and a "need for accommodation" (Keltner and Haidt, 2003). Unlike most other emotions, awe can be positive or negative. When confronted with the experience of awe, individuals often feel contextually diminished. With regard to positive psychology, awe often leads to a sense of connection. This poster will provide the reader with a detailed literature review of neurobiological mechanisms underlying the experience of awe. This includes brain regions and neurotransmitters involved, which depend on the awe state (positive or negative/threat). Special attention will be paid to the default mode network, which includes a network of brain regions that remain active when the mind is at rest and unfocused on the outside world. The implication is that self-centered thoughts may shift to an outward and expansive perspective during and after the awe experience.

The Patterns of Support-Related Behaviour Online and Psychosocial Resources among Adolescents in Israel

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Background: Many adolescents rely on cyberspace for seeking support in coping with their life challenges. Furthermore, the growing tendency of adolescents to provide help online accords various psychosocial benefits for both the recipient and the provider. A previous research (Lipshits-Brazilier et al., 2022) identified four patterns of seeking and providing online help by adolescents: Transceivers (seek and provide help), Receivers (seek help, but do not provide it), Transmitters (provide help but do not seek it), and Idlers (neither seek nor provide help).

Aims: The present research investigates differences in psychosocial factors (empathy, prosociality, well-being, and life satisfaction) among four patterns of seeking and providing online help.

Method: The participants were 428 Israeli adolescents (69% girls, Mage = 16.04 [SD=1.07]), who completed the questionnaires online. *Results:* The Transceiver pattern was the most prevalent (60% of the sample), followed by the Idler pattern (22%), the Transmitter pattern (12%), and the Receiver pattern (5%). The four patterns do not differ in gender distribution. The four patterns significantly differed in emotional empathy and life satisfaction. Specifically, while Transceivers reported higher levels of emotional empathy than did Idlers, Idlers reported higher levels of life satisfaction than did participants representing the other three profiles.

Conclusion: The results of the present research advance our understanding of the associations between online support-related patterns and psychosocial resources. Counseling interventions may be designed to use the online platforms for receiving

and providing support that might enhance one's life satisfaction and strengthen certain aspects of empathic behavior online.

The Perceived Future Impact (PFI) index — How will work–life balance affect one's future well-being?

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Background: Changes in the job market over the past few decades have brought the issue of work–life balance (WLB) into the spotlight, as an important factor in one's well-being.

Aims: In spite of the vast literature on WLB, there is still uncertainty regarding whether individuals fully grasp the implications of their current WLB on future well-being and, if they do, how it shapes their decision making.

Method: The current research introduces a novel method for assessing the perceived impact of three components of one's current WLB—stress and burnout, work flexibility, and boundaries between work time and nonwork time — on one's future physical health, future mental health, future community relations, and future financial situation. Additionally, we evaluate the validity of our approach by investigating how the perceived future impact affects the tradeoff between personal financial state and between WLB and well-being improvement. We tested our methodology on a survey conducted among 2,063 employees.

Results: We find large differences between the perceived impact of each WLB component on each future aspect of life. We then demonstrate the linkage between the perceived impact and individuals' current decision-making processes regarding WLB management.

Conclusion: Managers and human resource experts can gain valuable insights from our results for making informed resource allocation decisions among the various WLB components within their organizations to improve workers well-being.

The Person-Centred Attitude as a Practice of Freedom

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The perception of freedom is very emotional, and it describes a feeling or a condition in the social or societal environment. In the person-centred psychotherapeutic approach founded by Carl Rogers, freedom is seen in the empowerment to think, feel and be what is at the core of oneself (cf. Rogers 1961/2014b, 348). Rogers (1957) formulated clearly defined conditions for interpersonal relationships as the basis of the person-centred attitude, which can lead to the attainment of this freedom.

In this thesis, a concept of freedom is developed on the basis of the person-centred attitude, but on a societal level. Norms may manifest power relationships and promote mental suffering. In contrast, the person-centred attitude can create a relatedness between people that is based on the variability of norms and institutional regulations and can go hand in hand with a feeling of freedom. Linda M.

G. Zerilli's emancipative design for a world-forming practice of freedom (cf. Zerilli 2018, 236) is contrasted with the person-centred approach and interpreted as an expression of a person-centred attitude that can counteract power and dominance relationships. In contrast to Zerilli, the person-centred approach also takes into account the constituting of the subject. The world-forming practices of individuals and their respective societal environments are mutually dependent. This is elaborated in a comparison of the person-centred approach with Bettina Wuttig's (2016a) criticism of the lack of the somatic dimension in Zerilli's concept of freedom. Finally, the societal application of the person-centred concept of freedom is illustrated using a case study. The person-centred attitude reveals itself as a practice of freedom that can be clearly verified on a societal level.

The power of curiosity in Negotiations

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Background: People negotiate at work and in their personal lives every day, often entering these negotiations with a zero-sum mindset. They choose between objectives believed to be orthogonal (Carnevale & Pruitt, 1992), with either a focus on maximizing relational value by giving into the other party's requests or prioritizing economic value at the expense of the relationship.

Aims: An assumption underlying these divergent approaches is that economic value, and the resulting satisfaction, comes from the exchange of material commodities reflected in the deal terms. Yet as rich social exchanges, negotiations involve the trade of both material and intangible, nonmaterial goods (e.g., approval, interest, prestige) that impact the relationship between parties. The focus of this research is to examine how a curious mindset can impact negotiations. We propose showing interest in the other party through curiosity is an intangible good that can be offered during negotiations to enhance perceptions and build relationships without giving up value through material concessions.

Method: We conduct four negotiation experiments (N= 1004) to test the idea that approaching negotiations with curiosity provides an alternative to giving up economic value to enhance counterpart's relationship and outcome satisfaction.

Results: We find curiosity can substitute for sacrificing economic interest in negotiation. A negotiator's expression of curiosity enhances the counterpart's attraction, and thus promotes more positive perceptions of the relationship and economic outcome even when the negotiator retains economic value by offering few concessions.

Conclusion: Approaching negotiations with curiosity helps people build social value without sacrificing economic value.

The Power of Words

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Words are a vital part of human life which have been with us for millennia. We rely on them for everything from daily living to directing the course of nations. But is there an inherent power in words, and how does that power affect us—do words harm or help us in relationships, school, work? Can the power of words be utilized to enhance the wellbeing of clients? This exploratory, multimodal study examines the emotional impact of words. Specifically, words and their connection to nonverbal vocal and facial expression of emotion, participants' self-report of word valence and communication satisfaction, and physiological measures were examined in an experiment. Positive, negative and neutral stories were created using randomly chosen valence words from a list compiled according to a study on perceived valence (Warringer et al., 2013). Participants in dyads read and summarized randomly selected valence stories to each other on camera. Nonverbal and physiological indicators of emotions were collected while participants were reading (and listening to) the emotionally valenced texts. Self-report data

was collected after reading the texts and at the end of the experiment. Significant effects of story valence on facial expression and self-report, and mixed results in the vocal and physiological measures, suggest that the valence of spoken words strongly influences the emotional climate of social interaction. Although further research and refinement are necessary, the study has compelling implications, including the constructive use of words in personal relationships, school, occupational, and therapeutic or healthcare settings.

The protective power of humor: Alleviating death anxiety amid the COVID-19 outbreak

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Background: Amidst the COVID-19 outbreak, an extensive array of humoristic memes addressing the global crisis and its implications spread across Israeli social media platforms. Terror Management Theory (TMT) suggests that human awareness of mortality can induce high levels of stress and anxiety. However, humor has been proposed as a potential means to alleviate anxiety, positively impact mental health, and facilitate adaptive coping in stressful situations.

Aims: This study aimed to examine the content of memes which were distributed on social media during the COVID-19 outbreak to investigate how humor mitigates death anxiety.

Method: Employing a deductive and inductive thematic analysis, this research identified three ways in which humor functions as a buffer against death anxiety.

Results: The first theme elucidates the affirmation of one's cultural worldview. In situations where reality conflicts with one's cultural beliefs, humor serves as a tool to reaffirm those beliefs. The second theme focuses on affirming the self and personal viewpoints, illustrating how humor fosters a sense of belonging and value within a meaningful cultural group. Lastly, the findings highlight how humor helps alleviate death anxiety by releasing pent-up tension or mental energy, as evident in the third theme.

Conclusion: This study lends support to TMT by demonstrating how humor effectively assists in coping with stressful or traumatic experiences and serves as a buffer against death anxiety. Consequently, our research carries significant implications for practical application.

The Relationship Of Partner Attachment Styles And Partner Phubbing In Young Adults

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With the dominance of digital communication, it is very important to understand the relationship between attachment to a partner and partner phubbing. Investigating how phubbing interacts with attachment styles among young adults can provide important insights into the dynamics of contemporary relationships and offer recommendations for improving romantic relationships among young adults. Thus, this study aims to determine the relationship between young adults' attachment to a partner and partner phubbing. To reach this aim, the quantitative study was organized (N=147; Mage=22.82, SDage=2.80; 63.3% female). Young adults had to fill in the online questionnaire. The instruments used in this study are the Partner Phubbing Scale (Robert & David, 2016) and the Partner-Specific Attachment Anxiety Measures (Eastwick & Finkel, 2008). The results of regression analysis ($F(4, 144) = 8.44, p < .05$) show that phubbing can be explained by avoidant ($\beta = .457$) but not anxious partner attachment style. Gender and age had no impact on phubbing in this model. According to these results, we can conclude that a more pronounced avoidant attachment style predicts more pronounced phubbing behavior.

The relevance of Job Crafting as an Intervention in Positive Coaching

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The business world has changed due to increased dynamics and ambiguity. Flexible ways of working and employee-initiated approaches to work design are becoming increasingly important. In job crafting, employees themselves make ongoing adjustments to their own jobs so that their work is optimally aligned with their individual needs and strengths. The goal is the best fit between the individual, the job and the organization. This study aims to investigate Job Crafting as an intervention in positive coaching and to shed light on its opportunities and limitations.

The initial literature review aims to narrow down the concepts of positive coaching and job crafting. In a second step, job crafting is explored in a qualitative study with a sample of coaches focusing on positive psychology. The integration of job crafting into coaching is evident in the interventions chosen. Overall, the experts surveyed describe a wide variety of techniques, ranging from mindfulness exercises to goal work. Dialogue is the main intervention for job crafting in positive coaching. The resource-focused approach is reflected in the extensive use of strengths scales, complemented by a range of other surveys. However, a closer look at coaching practice indicates that there are very few interventions specifically related to job crafting. At present, job crafting in coaching works less as an intervention than through the coach's attitude. Hypotheses about the reasons for this are presented. Finally, the question is raised as to whether specific job crafting interventions are necessary in positive coaching at all.

The Role of Familiarity with the Receiver in the Relationship between Generosity and Happiness

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Background: A previous study by Weinstein and Ryan (2010) found participants who were given a coffee card of nominal value and able to choose whether to keep it for themselves, or give it away to someone else, showed significantly higher scores on happiness than those who were directed to give the card away. Our study examined whether the giver being familiar or not with the receiver impacted happiness. *Aims:* We tested whether those who gave the card to a stranger reported greater happiness than those who gave it to someone with whom they were familiar. *Method:* Students were instructed to visit a booth in the University Center to receive their instructions. Upon arrival, they were given one sunflower with the option to keep it for themselves, give it to someone they knew, or give it away

to someone they didn't know. Following this, students completed an online survey which included the variable happiness (1-5 Likert-type scale).

Results: Results showed those who gave the sunflower away to a stranger ($M = 4.56$, $SD = .56$) outscored both the group that kept the sunflower ($M = 4.33$, $SD = .60$) as well as those who gave it away to someone they knew ($M = 4.00$, $SD = .63$), on the measure of happiness.

Conclusion: These findings provide evidence to support another potential mediating factor in the relationship between generosity and happiness. Specifically, they suggest whether or not the receiver of the gift is known to the giver, as a potential important factor.

The role of fear of happiness, demographic factors and the Big Five personality traits on life satisfaction

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Background: life satisfaction is one of the most used indicators in well-being research. It can influence several positive variables (e.g. relationships, health), so it is important to explore the factors that can have an effect on it.

Aims: This study aims to explore the role of fear of happiness, demographic factors and the Big Five personality traits on life satisfaction with a special focus on the fear of happiness, due to the novelty of the concept **Method:** 1826 Hungarian adults participated in our study, who filled in the Fear of Happiness Scale, the Satisfaction with Life Scale and the Big Five Inventory.

Results: Fear of happiness is a significant negative predictor of life satisfaction ($R^2=0,16$; $\beta=-0,398$; $p<0,001$), and this is true even after controlling for demographic and Big Five factors ($\beta=-0,208$; $p<0,001$). In the final model, from the Big Five dimensions, extraversion and conscientiousness had a positive, neuroticism had a negative effect, while agreeableness and openness were not found to be significant predictors of life satisfaction.

Conclusion: Our main results confirm previous research on predictors of life satisfaction. They also raise the need for a closer examination of the fear of happiness, as it may be a factor that is distinct from the basic personality dimensions but still has a significant impact on subjective well-being.

The role of management consultants as promoters of positive psychology in the workplace

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Background: While the advantages of positive psychology for organizations have long been established, the role of management consultants as promoters of positive psychology in the workplace has not been explored in depth. Considering the importance of management consultants in contemporary organizations, this gap in the literature merits scholarly attention.

Aim: The aim of our study was to understand how management consultants may strengthen various organization functions (e.g., human resource management) by utilizing principles and practices based on positive psychology.

Method: In depth semi-structured interviews were conducted with 20 experienced management consultants (50% female). All interviews were audio recorded and transcribed verbatim. A grounded theory approach was utilized for the qualitative analysis of the data.

Findings: While the participants in this study acknowledge the benefits of positive psychology in the workplace, there is some controversy among them in regards their own role in promoting its principles and practices. The findings suggest specific positive psychology practices that are conceived by management consultants as suitable for the improvement of organizational practices, and hence as important for their clients. The findings are analysed and presented utilizing state-of-the art theories focused on the future of work and particularly of the need to strengthen organization functions considering the dynamism of labour markets.

Conclusion: In sum, this study aims to contribute to the theorizing of positive psychology in the workplace as well as our understanding of the future of work.

The role of meaning in life in substance use disorder – a systematic review

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Background: Substance use disorder (SUD) is a pressing issue not only for those directly affected but also for society at large. Different perspectives, such as Viktor Frankl's thesis on an existential vacuum, suggest that a feeling of meaninglessness contributes to substance use (SU) while the presence of meaning in life (MiL) weakens it. Various studies have examined the relationship between MiL and SU. However, research has not been summarized and integrated, hindering consistent conclusions for clinical practice.

Aims: The current systematic review aimed to understand the role of MiL for SU in people with SUD. More specifically, we investigated whether a) there is an association between MiL and SU, b) there are potential mediators and moderators of this relationship, and c) pre- treatment or change levels of MiL over the course of treatment predict post-treatment SU.

Method: We extensively searched four databases (Medline, Web of Science, Embase, PsycInfo) as well as the gray literature (ProQuest Dissertations) and preprints (OSF), combining keywords regarding MiL and SU. We selected quantitative English language articles reporting on the relationship between MiL and SU (all substances allowed) in populations with SUD. Studies on behavioral addictions were excluded.

Results: The search identified 1346 unique records. After excluding 1260 records based on title-abstract screening, 86 full-texts were screened, 26 of which met all selection criteria and were included in the final analysis. Data is currently being extracted and will be narratively synthesized.

Conclusion: We will discuss the implications of our findings for the prevention and treatment of SUD.

The role of organizational information culture in fostering employees optimism during crisis

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Background: Organizational strategies wield significant influence over employee well-being, especially during times of crisis. When organizations prioritize safeguarding and nurturing employees' psychological resources, it can mitigate strain and fortify resilience.

Aims: This study delves into the impact of organizational information culture on employee optimism, a crucial facet of resilience, amid the COVID-19 pandemic. We explore how a good information culture—characterized by timely accessibility, clarity, and absence of contradictions—affects both work-related and personal optimism.

Method: We conducted a prospective study among 312 employees in Germany. Survey data were collected before and during the pandemic and analyzed using latent change score modeling.

Results: Pre-pandemic availability of non-contradictory and timely information positively influenced employee optimism during the crisis. Furthermore, increases in such information over time corresponded to heightened optimism. Beyond the workplace, the study revealed spillover effects, indicating that a positive information culture at work not only impacted work-related optimism but also influenced optimism in employees' personal lives. However, the study did not find substantial evidence linking information clarity to optimism.

Conclusion: Organizations that nurture a strong information culture effectively contribute to employee optimism, thereby reinforcing resilience during crises. Timely access to information predominantly influences optimism related to work, while the absence of contradictory information significantly impacts overall optimism, extending its positive effects to employees' personal lives.

The Role of Psychological Resources in Explaining the relationship between General Stress and Workplace Well-being

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Stress is an inherent facet of human existence; consequently, individuals necessitate psychological resources to uphold their well-being at work. This study investigates the mediating role of psychological capital (PsyCap) in the correlation between general stress and workplace well-being. Employing a cross-sectional survey methodology, data were collected from 118 participants within the public sector. The findings indicate that PsyCap has a negative correlation with stress and a positive correlation with well-being. Furthermore, the study illuminates that PsyCap completely mediates the indirect impact of stress on workplace well-being. In conclusion, this study clarified that general stress relates to well-being at work through one's PsyCap.

The Role of Servant Leadership in the Relationship between Work Intensification and Thriving at Work: A time-lagged moderated mediation design

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Background: In the context of the rising global trend of work intensification driven by technological advancements, concerns have surfaced regarding employees' capacity to thrive at work. Despite these concerns, there is a scarcity of empirical research exploring the link between work intensification and the ability of employees to thrive, and the role played by leaders.

Aims: This study, employing the Job-Demand-Resource and Conservation of Resources frameworks, has a dual objective. Firstly, it seeks to explore both the direct and indirect effects of work intensification on employee thriving. Secondly, the study aims to examine the impact of servant leadership on the relationship between work intensification and employee thriving.

Method: Employing a three-wave time-lagged design spanning six months with 234 participants from diverse organizations in Ghana, online surveys were administered at three-time interval of two months.

Results: Surprisingly, the findings revealed a direct positive link between work intensification and thriving at work. Conversely, an indirect effect demonstrated that work intensification decreased thriving by escalating work-family conflict, leading to decrease in positive affect. However, the presence of servant leadership acted as a mitigating factor, attenuating the negative impact of work intensification on thriving at work through its influence on work-family conflict and positive affect.

Conclusion: In conclusion, this study provides nuanced insights into the complex relationship between work intensification and employee thriving, underscoring the crucial role of leaders in fostering employee thriving and wellbeing at work, particularly in the face of increasing work intensification.

The Role of Special Education Teachers' Character Strengths and Emotional Competence in Teamwork

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The work of special education teachers is demanding and often requires an interdisciplinary approach. Competences for reflective and responsible collaboration with other professionals are therefore crucial for special education teachers, such as emotional competence, which is an important factor contributing to effective teamwork. Teamwork involves individuals with different personality traits and character strengths that guide their behaviour and actions. Character strengths represent positive personality traits that are of great importance in the context of education; recognizing one's own character strengths and acting accordingly has a positive impact on various aspects of one's personal and professional life. The aim of the study was to investigate the relationship between the character strengths of special education teachers and their emotional competence, manifested in teamwork. In the study, 52 special education teachers assessed their character strengths using the VIA-IS-P questionnaire and completed the Emotional Competence in Teamwork scale, which consists of three subscales: Emotional Self-Regulation in Teamwork, Recognising and Understanding Emotions in Teamwork, and Expressing and Naming Emotions in Teamwork. Participants had the highest scores for the character strengths of honesty, fairness, kindness, teamwork, gratitude, and love, and the lowest scores for zest, humour, creativity, courage, and leadership. All the 24 character strengths correlated significantly positively with the measures of emotional competence in teamwork; kindness, honesty, teamwork, and hope showed the highest correlations. Character strengths and emotional competence also contributed significantly to the

self-perceived effectiveness in teamwork. The study highlights the importance of fostering character strengths and emotional competence in special education teachers.

The role of VR-based transformative experience on savoring practice in emerging adults: an exploratory study

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Background: Savoring involves intentionally generating and intensifying positive emotions, and through savoring strategies, people can amplify the intensity and duration of their positive emotions. In this framework, virtual transformative experiences (TEs), brief metaphorical Virtual Reality (VR) experiences perceived as extraordinary, allow the exploration of new ways of thinking, contributing to shifts in self-perception and fostering the ability to recognize positive experiences and learn new strategies to appreciate them.

Aims: Our primary objective includes evaluating the impact of a VR-based TE on the practice of savoring exercises in emerging adults.

Method: Forty-six Italian and Spanish emerging adults will be enrolled. The experimental group (N=23) will experience a 10-minute virtual TE focused on savoring, while the active control group (N=23) will listen to the same recorded narrative (without VR). Both groups will then be guided through four savoring strategies and encouraged to practice them over the next week. Both groups will fill out the online questionnaires before (t0) and after the intervention (t1, after one week).

Results: Repeated measures ANOVA will be conducted to compare the effects generated by the intervention with the ones generated in the control group. An increase in emotional and psychological well-being, positive emotions, amplifying savoring strategies, and a decrease in negative emotions are expected in the experimental group compared to the control group.

Conclusion: Virtual TE can be an innovative and promising tool for enhancing savoring and promoting emotional and psychological well-being in emerging adults. Data will be collected and results will be presented at ECPP Conference.

The roles of childhood family in the association between avoidant personality and romantic relationships: A structural equation modeling study

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Childhood family exerts long-lasting influences on many psychological aspects of individuals. How childhood family plays a role in the associations between romantic relationships and personality characteristics remains poorly understood. In this study, we attempted to specifically explore the influence of childhood family on avoidant personality tendencies and romantic relationships. In total 278 Chinese university students were recruited and asked to fill out a few questionnaires to measure their childhood family characteristics, romantic relationships, and avoidant personality characteristics. We used structural equation modeling to determine the relationships among these three aspects and then mediation analysis to determine possible mediating effects of childhood family characteristics. The structural equation models showed a negative association between avoidant personality characteristics and childhood family characteristics, a positive association between avoidant personality characteristics and romantic relationships, and a negative association between childhood family characteristics and romantic relationships. The results of the mediation analysis showed that childhood family characteristics played a significant mediating effect in both directions between avoidant personality characteristics and romantic relationships. These findings contribute to a better understanding of the possible roles that childhood family plays in the association between avoidant personality characteristics and romantic relationships and may have clinical implications for the intervention of avoidant personality disorder. avoidant personality; childhood family; romantic relationship; emotional inhibition; hypersensitivity to rejection; structural equation model

The Sense of Security and Comfort at School – development, validation, and interpretation of a new questionnaire

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The feeling respectively the sense of security and comfort is a basic need consisting of the experience of emotional warmth, trust, and safety. In education, a sense of security and comfort increases the students' overall well-being, self-confidence, curiosity, and willingness to learn, underlining the importance of this topic from a student's perspective. Current social and political conditions emphasize the relevance of this emotion in general. However, there are hardly any studies in the context of teaching and learning, that investigate this complex, self-conscious emotion. Therefore, the present study aims to explore the possibilities of measuring the sense of security and comfort in schools. Based on theoretical models, a questionnaire for primary and lower secondary school was developed. The item construction went through different stages of qualitative and quantitative pre-tests. The main survey (consisting of eight scales) aims to explore the content and construct validity, the model fit, and the mediation effect by exploratory factor analysis, measurement models and structural equation modelling. The sample of the present study includes 1462 pupils from 17 schools and 87 classes (n = 1376). The first results show the primary four-factor inventory is consistent with the theoretical framework and shows great validities. Therefore, further single-item analyses will be discussed by methods of measurement models and structural equation modelling. By means of cluster analysis, four clusters — the sheltered pupils, teachers' supporters, peers' favourites and insecure pupils — were found and illustrate the plausibility of the study as well as the relevance of this topic.

The Voices of Children from Migrant and Refugee Backgrounds: Developing a Mindfulness-Based Art Intervention Utilising a Participatory Approach

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Studies indicate that children from migrant and refugee backgrounds can face educational, mental, social, and emotional challenges when adapting to a new country. A research gap exists in developing interventions for the psycho-social well-being of this population, often overlooking children's voices and cultural appropriateness in the design process. Given the positive impact of mindfulness-based art interventions in non-migrant communities, this study aimed to explore the engagement, feasibility, and appropriateness of this intervention using a participatory approach for children from migrant and refugee backgrounds.

For this purpose, this study conducted in Melbourne, Australia, engaged 14 children (8-12 years old), predominantly from Afghanistan and Iran, in focus groups where they participated in mindfulness-based art activities. Additionally, 12 experts, 11 educators, and 4 parents were interviewed. This study utilized a participatory approach and employed an Afghan community researcher to ensure cultural competency.

Results showed that over half the children disliked the formal mindfulness exercises conducted at their schools, such as sitting still and

responses indicate that developing a mindfulness-based art toolkit for children from migrant and refugee backgrounds is warranted.

Adult participants highlighted that, given the religious roots of mindfulness practices and the intertwined connection between art and culture, involving bi-cultural workers in program delivery can ensure trust, cultural appropriateness, and engagement. Additionally, they supported the development of a toolkit, including simple, enjoyable, trauma-informed, and strength-based activities. An in-depth analysis of the findings will be presented.

Thrive and psychological well-being among international students in Indonesia

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Becoming an international student is quite challenging, especially if they come from countries in conflict. In Indonesia, there are 4,000 universities, many of which become destinations for overseas students to study in undergraduate or postgraduate programs. During the pandemic in 2020, around 10,000 overseas students were studying in Indonesia. This number tends to reduce during the post-pandemic in 2023. The QS survey shows around 6,000 overseas students learn at Indonesian universities (The Jakarta Post, 2023). However, there are many challenges that international students face, such as language barriers, social adjustments, academic stress, financial issues, and psychological distress.

Further, a study was conducted to identify challenges, thriving strategies, and psychological well-being among international students at Indonesian universities. A survey was conducted to gather data from full-degree overseas students studying at Indonesian universities. We expect the results to reveal the characteristics of international students, thriving strategies, and psychological well-being during their studies at Indonesian universities. Hopefully, this study can provide benefits for designing further programs to improve psychological well-being and develop a support system to enhance educational quality, inclusivity, and sustainability.

Thriving together: Leadership group coaching for collective wellbeing in healthcare

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In a world marked by increasing loneliness, complexity, and suffering, healthcare leaders seek workplace experiences that cultivate a sense of belonging, meaning, and overall wellbeing.

This session will explore the realm of group coaching as an innovative practice capable of creating ripples of positive impact within healthcare organizations. Group coaching offers a unique value proposition, making it a valuable alternative and complement to other leadership development initiatives. Within coaching groups, leaders find a 'safe haven' to share personal challenges, extend compassion to themselves and others, and collectively generate hope for a better future (McCarthy & Ertubey, 2023).

The growing evidence supporting group coaching highlights its efficacy as an intervention to enhance wellbeing and engagement, which is particularly crucial in the healthcare sector. Existing literature indicates group coaching also generates social capital, promotes the development of leadership identity, mitigates burnout and imposter phenomenon, and fosters self-compassion.

Building on the presenter's qualitative research and practice in group coaching, this session will concentrate on the implementation and outcomes of group coaching for senior leaders in a large, complex Canadian healthcare organization. Participants can anticipate gaining insights into:

- The emergence of flourishing in group coaching through compassion, courage, and connection.
 - How group coaching serves as a practical solution for addressing emergent and complex leadership challenges.
 - The intricacies of implementing group coaching, including design, methodologies, and considerations for group composition.
- group coaching, workplace wellbeing, leadership development, coaching, compassion, belonging, healthcare

Time Matters: Exploring Temporal Perspective and Well-Being in Young Adults.

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Background: Temporal orientation refers to the way people perceive and evaluate events in relation to the past, present, and future. People can vary in their emphasis on each of these time periods, and this can significantly impact their well-being. Numerous studies have shown that a positive temporal orientation towards the past, present, or future is associated with better well-being. Other research indicates that individuals who can integrate their focus on the past, present, and future tend to have

a higher level of well-being.

Aims: We aimed to verify if a positive temporal orientation correlates with higher well-being among young adults. We also explored whether maintaining a balanced temporal perspective yields better well-being than focusing on a single time frame (past, present, or future).

Method: 230 young adults, aged 18-22, with gender balance, completed online questionnaires measuring temporal perspective (AATi) and positive/negative emotions (mDES).

Results: Those who thought more about the past experienced more positive and fewer negative emotions in the past two weeks. Conversely, focusing on the present correlated with increased negative emotions and fewer positive emotions. Thinking about the future did not significantly affect emotions except for pride and hope, which were more frequent in those considering the future. However, we found no evidence supporting the idea that a balanced temporal perspective enhances well-being.

Conclusion: In conclusion, a positive temporal orientation, especially towards the past and future, enhances well-being among young adults. However, maintaining a balanced temporal perspective did not show a significant association with well-being. positive temporal orientations, positive emotions, young adults

Towards a process-based understanding of Resilience: An investigation into Post-Trauma Resilience in Eritrean Refugees.

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Resilience literature has recently seen an important shift in focus from the identification of individual characteristics that seem to contribute to positive adaptation, to a focus on how these characteristics appear to work together cumulatively to result in such adaptation. However, there is a paucity of research that conceptualises post-trauma resilience as an interactional and transactional process or adopts a culturally-sensitive perspective. This study sets out to consider some of these gaps by qualitatively investigating the processes underlying resilience from an ecological, developmental and culturally-sensitive perspective in an adult population that has endured high levels of psychological trauma. Refugees were the population of choice given the proportionally high levels of exposure to traumatic events present within this population. Six in-depth interviews were conducted with Eritrean refugees who have sought asylum in Malta. Themes garnered from a constructivist grounded theory data analysis highlighted the role in resilience of a variety of psychological processes, including responding to external messages critically and analytically and striving to maintain existential well-being. Additionally, analysis pointed towards the role of contextual factors such as religious practices and cultural norms. Finally, a theoretical model was developed attempting to capture how these processes operate in conjunction to lead to post-trauma resilience in Eritrean refugees. This model highlights that both internal psychological processes and those emanating from contextual factors, as well their dynamic interplay, are essential to the resilience process.

Towards Cultural Sensitivity in Measuring Societal Progress

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Social sciences have traditionally viewed societal development through a one-dimensional lens. In empirical research, Inglehart's theory of post-materialism, emphasizing values from survival to self-expression, and Welzel's theory of emancipation have garnered significant attention. Implicitly, these theories convey that the West is more advanced, with recommendations favoring the Western trajectory as the optimal global development path.

Recent years have seen a macro-psychological shift towards cultural sensitivity in understanding societal development. Acknowledging that development is not uniform but should align with each society's unique values and context, a gap remained in comprehensive cross-cultural evidence. The proposed presentation addresses this gap by sharing findings from a multi-laboratory study covering 60 countries. We assessed lay people's preferences for 31 societal development goals, revealing support for post-materialistic values across cultures. However, our study introduces a novel perspective challenging post-materialism theory, suggesting a two-dimensional understanding of societal development.

Towards Flourishing Students: The Design and Development of a Technology-enabled Positive Education Intervention Programme for Adolescents

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Background: Mental health issues are on the rise worldwide. Data suggests that students in general and Asian, may be more susceptible to mental health issues and low levels of life satisfaction. As such, they may benefit from a preventative approach to mental health and well-being. In recent years, digital technologies have also been used to some degree of success in wellbeing programs. Yet, despite the increasing capacity of technologies to transform work on wellbeing, current positive education interventions have not focused on harnessing the potential of these technologies. Of particular interest is the potential of mobile applications which have the potential to facilitate the fostering of adolescents to be deeply engaged in their own wellbeing.

Aims: This presentation describes the design and development of a technology enabled holistic well-being intervention complemented by mobile application and reports on the preliminary results obtained from a pilot study with a sample of Singaporean adolescents. **Method:** In the intervention condition, 80 adolescents experienced eight modules of basic concepts in positive psychology and were given access to a mobile application which featured the dimensions covered in the modules. Each module contains interactive app activities for students to explore the dimensions and reinforce learning. Students were administered a pre-test and post-test of subjective well-being measures. Two-way ANCOVA was run to examine the effect of the intervention and the interaction and posting group on the wellbeing dimensions. Student interviews were also conducted.

Results: Findings showed The results supported the potential of positive psychology technology enabled interventions for increasing

Transition to positive parenthood: a longitudinal study on wellbeing and psychological growth in first time parents

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Background: Life provides many transitions, of which the transition to parenthood is substantial. Becoming a parent is associated with various physical, psychological and social changes. Much research is focused on challenges, however there are ample opportunities for psychological growth and wellbeing. These opportunities might manifest differently for mothers (being pregnant) compared to partners.

Aim: This longitudinal study aims to assess changes in psychological growth and wellbeing during the transition to parenthood and to examine to what extent these are associated with factors such as social support, sleep quality, psychological flexibility and relationship commitment.

Method: First-time parents (Dutch and Flemish) are invited to complete an online survey during the second (T1) and third trimester of pregnancy (T2), as well as at six weeks (T3) and six months (T4) following birth. Questionnaires include the Mental Health Continuum-Short Form (MHC-SF) and the Posttraumatic Growth Inventory (PTGI).

Results: The study is ongoing (N = 137) and first findings will be presented (e.g. wellbeing after birth is positively associated with sleep quality ($\beta = .57$; $t(46) = 5.05$; $p < .001$). Secondly, an outline for a follow-up study is presented, focusing on psychological growth and wellbeing in daily life (using ambulatory assessment 8 times a day, for 6 consecutive days).

Conclusion: In order to help new parents strengthen their wellbeing during the transition, it is important to learn how to support them and at what time-point this is most beneficial. Based on this knowledge, a tailored ecological momentary intervention will be developed to support new parents in real-time.

Understanding what Underpins Excellent Performance: Beyond Flow States

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Background: Psychological states underlying excellent performance in sport are of significant interest to athletes, coaches, sport psychology practitioners, and other key social agents in sport environments. Despite the accumulation of significant evidence in this area, we have illustrated how this literature is replete with issues that are stifling scientific advancements.

Aims: To bring clarity to this field and highlight issues that might be stifling scientific progress, we present a narrative review of psychological states underlying excellent performance in sport.

Method: First, we identify, synthesise, and critique individual concepts that have emerged in literature on the psychology of excellent performance in sport over the preceding five decades. Second, we critically examine cross-cutting issues in the field. Finally, we offer recommendations for researchers and practitioners to support the development of research in this area.

Results: Researchers and practitioners should be aware that there is growing evidence, from different research groups, that multiple psychological states – rather than a single psychological state – may underpin excellent performance. Furthermore, studies conducted to date on psychological states underlying excellent performance in sport have mainly recruited and focused on athletes. Although some studies have been conducted with coaches (e.g., Mueller et al., 2018), further research is warranted to understand the perspectives of coaches, sport psychology practitioners, parents, and other key social agents in the athletic milieu.

Conclusion: For researchers to make a meaningful contribution to understanding and application of psychological states underlying excellent performance, we suggest that future research efforts should be invested into a smaller number of more conceptually and empirically sound concepts and/or those that show promise and merit further examination.

Ungrateful narcissist? A new perspective on associations of narcissism and gratitude.

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Background: Narcissism, marked by high self-esteem and arrogance, is traditionally linked to relationship difficulties and lower life satisfaction. Most research indicates a negative link between narcissism and gratitude, however narcissism was considered as an unidimensional construct. Recent models postulate its heterogeneity, e.g. with significantly different schemes of associations with Big Five personality traits. It suggests that associations of narcissism types and gratitude may also vary, some of them can be even positive.

Aim: Examine the associations of narcissism and gratitude using the three-factor model of narcissism (agentic narcissism, antagonistic narcissism, neurotic narcissism) along with communal narcissism.

Method: Individuals (N = 462) completed a set of questionnaires (Five Factor Narcissism Inventory – Super Short Form, Communal Narcissism Inventory and Gratitude, Resentment, and Appreciation Scale – Short Form) via Prolific platform.

Results: Each aspect of narcissism revealed different scheme of associations with kinds of gratitude. Agentic narcissism was positively correlated with simple appreciation (SA), the appreciation of others (AO), and a sense of abundance (SAb), but only when other types of narcissism were controlled. Antagonistic narcissism had negative correlations with each aspect of gratitude. Neurotic narcissism had a negative correlation with a SAb and was not associated with other aspects of gratitude. Communal narcissism was positively associated with SA and AO, but not with SAb.

Conclusion: Narcissism should be considered as a multi-factor construct, agentic and communal narcissism are positively associated with gratitude's aspects. The origin of diverse associations should be further investigated, and the results may have practical significance, e.g. in gratitude interventions.

University Students' Well-Being and Academic Self-Efficacy: A Randomized Control Trial of a One-Time Gratitude Intervention

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Understanding university students is crucial for organizational practice as they soon enter the workforce. For instance, by examining students' academic self-efficacy (e.g., Elias, 2008), future business outcomes and behavioral intentions can be predicted. Moreover, students' well-being would influence their later attitudinal and career outcomes (Mazzucchelli & Purcell, 2015). Accordingly, we aimed to investigate the effect of a one-time gratitude intervention on university students' well-being and self-efficacy perceptions following the meta-analytic evidence that positive psychology interventions advance well-being (Hendriks et al., 2020) and self-efficacy (Corbu et al., 2021). A randomized control trial was conducted, and students were randomly assigned to gratitude (n = 101) vs. control conditions (n = 87). The participants were given an immediate post-test asking about their gratitude level, well-being (i.e., life satisfaction and positive affect; see for a review, Suldo & Shaffer, 2008), and academic self-efficacy. The reliability coefficients (one item of academic self-efficacy was excluded) and confirmatory factor analysis indicated that all measures had expected psychometric properties. MANOVA results revealed a slight but significant proportion of variability associated with the manipulation effect, $F(3, 184) = 5.74, p = .001$; Wilk's lambda = .91, partial $\eta^2 = .09$. The manipulation worked significantly on gratitude ($F(1, 186) = 16.56; p < .001$; partial $\eta^2 = .08$) and well-being ($F(1, 186) = 5.27; p = .02$; partial $\eta^2 = .03$). It is possible that a one-time intervention did not affect academic self-efficacy because it encompasses multiple dimensions where the influence of gratitude may be insufficient. Findings highlight gratitude's potential in positive psychology, warranting further evidence.

Unleashing new potential: How female entrepreneurs experience an energy program with an active menstrual cycle

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Background: Energy management recently has attracted much interest due to its potential to enhance performance. However, energy management in women depending on the menstrual cycle has not been investigated yet. This issue is therefore addressed in the present study.

Aim: This qualitative study aims to explore how female entrepreneurs with an active menstrual cycle experience an energy program.

Methods: Twelve female entrepreneurs participated in an energy program consisting of a workshop, self-tracking using a mobile application and one-to-one coaching sessions. Afterwards, we conducted semi-structured interviews with the participants and thorough reflexive thematic analysis.

Results: We developed three master themes – knowledge and awareness, realisations and impact on themselves and their business, each with three sub-themes that show how the energy program has impacted them. Participants increased their self-awareness and developed a deeper understanding of the factors that influence their energy, behavioural changes, and positive impact on their business. At the same time, the study results highlight the need for education due to the limited knowledge about the menstrual cycle and question the inhibiting effect that shame and societal taboos might have on awareness.

Conclusion: This study shows beneficial effects of the investigated energy program on female entrepreneurs and how the menstrual cycle plays into the energy conversation.

Unlocking Hidden Resources: The Potential of Video Game Skills in Student Career Planning

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This presentation delves into the unique role of video games as resources in career planning, specifically in the context of teaching and coaching.

Video games, a global phenomenon among young people, not only entertain but also mirror real-life challenges, fostering essential skills for the future such as strategic thinking and cooperative problem-solving. A central question is whether young people recognize the applicability of these skills from gaming in real-life scenarios, such as career planning.

Our study focuses on Swiss lower secondary school students, assessing their self-reported gaming skills through quantitative content.

The findings highlight that video gamers engage with a broader and more varied set of future skills during gameplay compared to those playing other types of games, like sports or board games. More importantly, there is a clear link between the range of future skills used in gaming and the likelihood of adolescents recognizing these skills as valuable for their career planning. The study reveals that young people who possess the ability to reflect more openly are more likely to report a transfer from gaming to real-life situations.

These insights are particularly relevant for the integration of video game experiences into vocational education and coaching strategies. By recognizing video games as informal learning environments, educators and coaches can leverage these platforms to promote the development of adaptable, communicative, creative and forward-thinking skills essential for career planning.

This presentation suggests that video games can be a significant, yet untapped resource to prepare adolescents for the challenges and opportunities of the evolving employment landscape.

Unveiling the Role of Emotions in Research: A Positive Approach plays a significant role in shaping our emotional experience.

Staedtler Alexandra¹

¹Universidad Internacional de La Rioja

Positive psychology approach promotes positive education and student development of character strengths, well-being, and resilience (Lamini, 2023), improving overall mental health (Owens & Waters, 2020; White & Kern, 2018). It is particularly relevant in adolescents (Laakso et al., 2023) and when learning English as a foreign language (EFL) (Aydin & Tekin, 2023). Thus, considering students' characteristics will be crucial to improving well-being and fostering positive emotions. Combining quantitative and qualitative data is ideal for studying emotions (Bisquerra Alzina & López-Cassà, 2021). The tasks offered are

of particular interest in this type of research since they can provide information by assessing students in real environments with minimal interference. Furthermore, using an emotional awareness methodology in class can promote teaching centred on individual strengths (Muñoz, 2023). The aim of this study is to show how a task design based on a positive approach can promote adolescent EFL students' wellbeing. A group of thirty-three students were engaged in a question form, three emotional video-based tasks and one of personal interests that fostered the production of written texts in the FL and emphasised values-based learning, problem-solving and personal well-being. It promoted freedom of expression, acceptance, and a safe space for learning. A corpus of students' production was collected, and systematic classroom observation was conducted. A linguistic analysis and the study of the observation reveal students' active engagement in the tasks, intrapersonal analysis, and positive intragroup communication in an environment of trust. Positive approach in research promotes students' engagement and allows them to act in a natural way.
Contact:

Using evidence-based applied positive psychology to promote wellbeing among students at upper secondary school

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There has been a noticeable decline in life satisfaction among adolescent students globally in recent years (Marquez & Long, 2021). The present study explored the immediate and long-term effects of a positive psychology intervention (PPI), namely Study with Strength, on the wellbeing of students at general upper secondary school in Finland. Based on a partly randomized wait-list control group design, the study included a final sample of 350 students from 10 schools. Self-report measures were used to assess both immediate and long-term effects of the intervention on student well- and ill-being. A combination of methods from positive psychology and cognitive therapy were applied, and the course was administered by the participating schools' own teachers and student-welfare personnel.

The findings of the analysis of immediate effects show that the Study with Strength intervention course enhanced the students' experiences of positive practices at school, and of positive emotions. However, the effect sizes were small. The intervention did not have any immediate effects on students' general wellbeing, negative emotions, depression, or study-related burnout. Nevertheless, the students reported a positive effect of the intervention both on their personal lives and in their studies. There was also a significant change in students' general wellbeing in the analysis of long-term effects. Further findings of potential student subcategories that are most positively impacted by the intervention will be available in spring 2024. The study provides valuable insights into methodology and substantial data on the utilization of a PPI to enhance the wellbeing of students.

Validation of the mental health continuum-short form in a representative German speaking sample.

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The Mental Health Continuum – Short form (MHC-SF) is a self-report measure that is used in broad cultural context to assess the three dimensions of mental health; emotional, social and psychological well-being. Until now there is data missing proving the factorial structure of the MHC-SF for the German population. In a representative German speaking sample of 860 adults (471 females, mean age = 45 years) the aim of our study was to prove the factorial structure of the MHC-SF by comparing concurrent factorial solutions and find which best describes the construct of mental-health for German speaking countries.

Confirmatory factor analyses were used to assess the structural validity of the MHC-SF. Concurrent validity was examined against the PERMA-Profil and the Satisfaction with Life Scale. Discriminant validity was examined using the Big-Five-Inventory and the Zimbardo Time Perspective Scale. For Criterion validity we assessed the lifestyle of the participants (nutritional habits and exercise). We compared the psychometric properties of following model solutions: Single Factor Model, Two-factor model, (separated between Hedonistic and Eudaimonic well-being), Three-factor model, (Emotional, Social and Psychological well-being) and a bifactor model, where each item loads on a general factor and simultaneously on their respective uncorrelated group factors. Compared to the theoretically competing models, the Three-Factor Model turned out to be the most appropriate statistical model to describe the collected data. It revealed the best trade-off between model fit, and theoretical interpretability. Our results support the hypothesis of a multidimensional theory of mental health in German speaking countries.

Validation of the Newly Developed Well-Being Scale in the Indian Milieu

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Background: Subjective well-being (SWB) has largely been conceptualized as a multi-dimensional construct, with existing literature highlighting the significance of a diverse set of factors such as hedonia, eudaimonia, financial contentment, physical health, and social connectedness. However, the Well-being Scale (Lui & Fernando, 2018) is the first measurement instrument that integrates these five facets into a unified theoretical framework to measure well-being including physical, financial, social, hedonic, and eudaimonic factors. **Aims:** Research on well-being continues to gain popularity in India; however, there is a paucity of research on the validation of the employed measurement scales. Therefore, this study aimed to validate the English and Hindi versions of the Well-being Scale in the Indian context.

Method: A convenience sample of 1795 adults (M age = 26.08 years) participated in the study, out of which 986 participants responded in English and 809 responded in Hindi. CFA was conducted for both the Hindi and English versions of the scale, and the SPANE, SWLS, and 9-item DASS were administered as validating scales.

Results: The bi-factor model confirmed the best fit for both the Hindi and English versions of the scale. All factors reported positive correlations with life satisfaction and positive feelings, while hedonic and physical well-being reported negative associations with negative feelings. All factors, except financial and physical well-being, were negatively correlated with depression, while only hedonic well-being reported negative correlations with stress and anxiety.

Conclusion: The Hindi and English versions of the Well-being Scale are suitable for use in the Indian context. The findings also discuss the role of socio-demographic variables.

Submitted for: Talk

Validation of the WHO-5 Child Wellbeing Index in 9-14 Years Old Hungarian Children

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This research activity is part of a major research effort to gain an integrative understanding of Attention Deficit Hyperactivity Disorder (ADHD). In the past, the neuropsychology section has investigated working memory, executive function, attention, and behavioural manifestations in children. Currently, we are looking for personality psychological protective factors. We hypothesise that secure attachment, adaptive emotion regulation, psychological wellbeing and high resilience are protective factors. The aim of this study is to measure and report the results of a Hungarian sample of the Child Wellbeing Index (WHO-5), because before studying groups with different developmental differences, it is essential to know the average scores of groups with neurotypical development. Until now, there was no Hungarian version of the above test, so we used our own translation. This questionnaire a simple self-reported measure of children's psychological wellbeing. It consists of five, positively phrased questions, which can be administered in under five minutes. The data for this study were collected from 200 children aged 9-14 years. We analysed using descriptive statistical analysis, where the mean and standard deviation values for each age group, as well as the Cronbach's alpha value, were significant in testing the reliability of the questionnaire. The results showed that the questionnaire is a reliable and valid measuring instrument also on a Hungarian sample. These developments and results will allow the use of a version of the Child Wellbeing Index in Hungarian and pave the way for the study of different developmental groups such as children with ADHD.

Well-Being Pyramide: First Happiness then Meaning

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Psychological science comprehensively researched what makes people's lives happy or meaningful. However, psychological science knows surprisingly little about well-being priorities: do people prioritize living a happy life or a meaningful life? Can these preferences be arranged similar to Maslowian logics that 'lower' type of well-being needs to be satisfied before 'higher' type of well-being? In the proposed presentation we target these problems. In a series of seven studies run across three culturally different countries (Japan, USA, Poland), we asked in total 688 participants whether they prioritize a happy or a meaningful life (in one study we added to this dilemma two more types of well-being: spirituality and harmony) to find out that people tend to prioritize happiness over meaning and that this endorsement attenuates in the context of positivity. In the second step, we re-run our study among 20,000 participants across 60 countries to nuance the picture of people's preferences towards happiness and meaning. We propose to conclude that similarly to how Maslow organised human needs, one can think about well-being components as being organised in a pyramidal structure.

Wellbeing, Happiness and Sustainability

Ponocny Ivo ¹
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Happiness can be considered is one of the actual ultimate goals in life, some would even argue the ultimate. A good argument can be made that fostering it constitutes a natural target for successful transition towards sustainability as well. In addition to its centrality in life, it will act as a feasibility constraint: no transition plan will be successfully implemented which is not compatible with it. However, it is not an explicit topic in the UN Sustainable Development Goals, apart from "mental health" and the indicator suicide rate. "Curiously enough, although wellbeing is the ultimate goal of human action, in the last decades, the concept itself has not been given very much attention" (Helne & Hirvilammi, 2015, p. 170).

Actually, sustainability and transition literature is mainly driven by human needs concepts, rather than by subjective wellbeing (SWB)- based concepts (or other components of flourishing). Sometimes it is argued that SWB should not be taken as transition target at all, in particular by authors like Gough who rather propagate the focus on basic needs which are considered as universal and "objective". Interestingly enough, to the author's best knowledge hardly any attempt has been taken to conceptually describe the relationships between the 2 concepts and how to reconcile them. The presentation presents such a concept and will argue for the necessity to include both aspects when formulating transition targets, otherwise our concepts will be incompatible with human motivation, action or commitment.

Contact:

Wellness for the soul to promote vitality – A qualitative evaluation of a positive psychological intervention for employees of social organizations

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Background:

Companies with educational staff see the need to strengthen the physical and mental health of their employees. Particularly employees in child and youth care are confronted with difficult situations and are subject to high emotional stress. Previous research has shown that positive psychological interventions can help increase well-being and reduce depressive symptoms. However, there is a lack of positive-psychology training concepts for social organizations.

Aims: For this purpose, the intervention Wellness for the Soul to promote vitality was designed for employees of social organizations, including integration helpers, family helpers, and therapeutic specialists. The study aimed to evaluate the participants' reaction towards the intervention, assess their learning experiences related to vitality as well as their expectancy of applying positive psychology techniques into their daily work routine.

Method: The full-day intervention with transfer exercises was offered to two groups, each consisting of 12 participants. After each intervention, two group discussions were conducted. The data was analyzed using Mayring's principles.

Results: The results showed that the intervention was positively evaluated and that the focus on personal well-being was highly relevant within the target group. The employees gained new knowledge about positive psychology and learned to focus more on their energy level to positively impact their surroundings. They have high expectations of applying their learned techniques in their lives.

Conclusion: The intervention facilitated the acquisition of new coping techniques and enriched stress management. The methodology with regards to its limitations as well as the intervention's relevance for social organizations will be discussed.

What about the bright side? A systematic review on forensic healthcare workers' well-being.

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Background: Forensic healthcare workers (FHWs) face exceptional work demands due to their care tasks for individuals diagnosed with psychiatric disorders within the criminal justice system. These individuals often have a history of violent offenses and exhibit aggressive behavior, elevating the risks of work-related stress of FHWs. Although it is tempting to study FHWs well-being from a deficit-based approach, a one-sided focus on problem analysis can be demoralizing and professional functioning is more than surviving stressful situations. Therefore, this review synthesizes studies that have taken a positive psychology lens, investigating factors that contribute to the mental well-being and flourishing of FHWs.

Aims: This study systematically outlines all possible indicators and predictors of FHWs' mental well-being.

Method: We conducted a systematic search for relevant articles written in English from 1950 to February 2023 in all Web of Science databases. We searched the literature for specific keywords related to indicators of positive well-being, FHWs occupation and work setting in a two-phase process involving three authors.

Results: The search resulted in 65 articles (1999 to 2023), revealing five overarching well-being related constructs: job satisfaction, life satisfaction, positive mental health, resilience, and coping. Self-efficacy, resilience, and extraversion were found to predict job satisfaction. Support was often found to predict job satisfaction and resilience. Gender, marital status, and age yielded mixed findings. Final results will be shared at ECPP 2024.

Conclusion: This review sheds lights on the indicators and predictors of FHWs well-being and may serve as a steppingstone for future positive psychological interventions among FHWs.

What are the psychological resources of cancer patients, transactional role and issues? A Cochrane systematic review of literature

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Background: Major public health issues, cancers have adverse biopsychosocial impacts on patients' functioning and quality of life. To limit the harmful effects of cancer on their physical, emotional, and interpersonal well-being, patients develop different coping strategies based on biopsychosocial determinants, including psychological resources. In this context, the field of positive health focus on wellbeing, explore the mechanism of it.

Aims: This project aims to identify the resources involved and to model their direct and indirect roles and mechanisms on the patients' physical, emotional, and interpersonal well-being.

Method: A Cochrane systematic review of literature is conducted according five steps : (1) framing the question, (2) identifying relevant work, (3) assessing the quality of studies, (4) summarizing the evidence, and (5) interpreting the findings. The review used three databases, Science Direct, Pubmed, and PsycINFO. Two authors, familiar with positive health psychology, looked for all research published over the last 13 years (from 2010 to 2023) by intersecting the term "cancer" with psychological resources terms (i.e. "hope") in the full text of articles. The PRISMA statement were used to reduce methodological bias and to offer a relevant data-trail.

Results : Based on results of systematic review presented during congress, the theoretical model of psychological resources to cope with cancer (MPRCC) will be introduced.

Conclusion: This theoretical research will encourage interdisciplinary collaborations on psychological resources in cancer, symbolized by the creation of a European scientific committee dedicated to studies in the field of Positive health and to test the MPRCC.

What does conformity have to do with positive psychology? Results of a replication of the Asch experiment show where and how people can resist conformity.

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¹ Sigmund Freud University Vienna

Background: At first glance, the Asch experiment may seem unrelated to positive psychology as it focuses on conformity within a social setup. However, our recent replication in a virtual MS Teams meeting setting reveals that even in situations of peer pressure, individuals can stay true to themselves and uphold their beliefs despite societal pressure to conform.

Aims: We conceptually replicated Asch's experiment, not in a real-life situation, but in a virtual online MS Teams meeting setting to understand the effects of the advancing digitalisation.

Method: The experiment involved 41 young adults in the experimental group and 23 in the control group. Unlike the original, participants completed a personality questionnaire (HEXACO-PI-R, Ashton & Lee, 2009) beforehand. For the actual experiment, the experimenter displayed letters of different sizes for size comparisons, and participants, including confederates, assessed 18 pairs. Similar to the original, confederates intentionally provided incorrect answers in some tests to create a situation of group pressure. Post- experiment, participants underwent an interview to gauge their understanding, and the study's true purpose was revealed.

Results: As expected, the study showed lower conformity rates (9,3%) in the test group than the original study. The post-experimental interviews show that this was due, among other things, to the belief in one's own self-efficacy: "Yeah, of course, they wanted to influence it, but they just couldn't do it", implying 'I was stronger'.

Conclusion: Post-experimental interviews yield insights for positive psychology, revealing how individuals maintain authenticity under group pressure and the role of self-efficacy expectations.

What Leads to Purpose in Life: The Role of Personal Values in Creating a Sense of Purpose in the Indian Context

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Background: A purpose in life is an essential component of eudaemonic well-being. Despite widespread agreement across cultures regarding Purpose as an asset, there is a significant gap in literature regarding factors that contribute to the development of purpose.

Aim: This study explores the relationship between values and purpose among college students in India. Recognizing, understanding, and prioritizing values that guide our principles, choices, and actions might be a crucial step in developing a sense of purpose.

Method: Using a mixed-method design, the presence of purpose and personal values were examined in a sample of 125 college students using well-established quantitative scales. Open-ended questions were also developed to gain a deeper understanding of the quantitative findings.

Results: A significant relationship between values and purpose was found. Moreover, values significantly predicted purpose, explaining 35.5% of the variance in the sample. Gender-specific comparisons showed that values explained 37.2% and 62.4% of the variance in males and females, respectively. Further, distinct values played a significant role in a sense of purpose based on participants' gender, age, and family income. The perceived importance of values among students was further found to motivate the nature of short-term and long-term goals, and even their conceptions of a good life.

Conclusion: The study highlights the contribution of personal values as well as cultural and demographic variables in students' sense of purpose. Identifying the antecedents of purpose has implications for the growth of meaning in life and the development of wellbeing- focused programs.

What makes people engaged at work in insecure times? A basic psychological needs and hierarchical needs theory perspective in longitudinal study

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In this study we wanted to check the concurrent, longitudinal impact of basic psychological needs satisfaction and job insecurity on employees engagement. Although, previous studies proved positive relationship between basic psychological needs satisfaction and engagement, as well as a negative interplay between job insecurity and engagement, there were so far few studies investigating the impact of both of these factors on work engagement simultaneously in a longitudinal design study. The participants were 839 Polish human service professionals, belonging to three occupational sectors: education, health care and customer service. The study was conducted in three waves, with eight-months intervals between the measurements, at the institutions and organizations where the respondents were employed. We assumed that that either according to hierarchical needs theory job insecurity, as a higher priority need, will inhibit the positive impact of basic psychological needs satisfaction on engagement at work with time; or according to basic psychological needs theory job insecurity, will not affect the universal, basic psychological needs satisfaction positive effect on engagement. The results were analyzed and interpreted with panel data analysis framework and proved strong longitudinal influence of basic psychological needs satisfaction on work engagement, even in high insecurity conditions.

What promotes soldiers' resilience? A systematic review of multilevel resilience factors in the military

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Background: Soldiers are more often than civilians exposed to acute and chronic stressors that are associated with risks for their psychological health (Pietrzak et al., 2012). This leads to an increased focus on applying positive psychology within military research (Matthews, 2008) and includes studies on resilience in military populations. Accordingly, resilience is crucial for soldiers to bounce back from challenges and adversities. Despite recognizing the importance of a multilevel approach, broad identification of multilevel resilience factors within the military is still lacking.

Aims: This study aimed to identify multilevel resilience factors in the military at the individual (micro), the unit (meso) or the community (macro) level.

Method: We conducted a pre-registered (PROSPERO-ID: CRD42021254629, 12/06/2021) systematic review of quantitative and qualitative studies according to PRISMA guidelines (Page et al., 2021). Qualitative data were analyzed, using thematic analysis (Braun & Clarke, 2006).

Results: In quantitative studies, we mainly identified micro resilience factors, such as cognitive emotion regulation, coping, mindfulness, optimism, psychological and physical fitness and self-esteem. Key themes identified in the qualitative studies comprised of inter- or intrapersonal resources, knowledge and military identity on the micro level, leadership, social environment and training on the meso level and knowledge, organizational framework and training on the macro level.

Conclusion: We discuss the results in terms of their scientific and practical implications. From our perspective, we identified a need for research on meso and macro level resilience factors.

When I get stressed, I eat chocolate, and I feel better - Mindfulness and Its Impact on Binge Eating: Insights from Interoception and Self-Regulation

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Noticing bodily signals, cognitively evaluating these signals, and coming up with appropriate responses based on them is referred to as interoception. Interoceptive awareness tends to decrease during stress. Stress snacking (seeking comfort through food) may develop into a mindless habit as a way of avoiding distressing thoughts, feelings, and physical sensations.

This cross-sectional study examined the relationship between mindfulness, self-regulation and binge eating, reasoning from the habit loop (negative reinforcement model) taking into account the role of perceived stress, depressed affect and anxiety. The study involved 461 Dutch-speaking adults (28.4% men, 71.6% women; age 43 ± 11.58 years) from the general population who completed validated online questionnaires (Shorter PROMIS Questionnaire, Self-Regulation Questionnaire, Freiburg Mindfulness Inventory-14, Perceived Stress Scale-10, CES Depression Scale, and Spielberger State-Trait Anxiety Inventory).

OLS regression revealed that mindfulness was negatively related to binge eating both directly, $a = -0.11$, $SE = 0.05$, 95% CI [-0.21, -0.00] and indirectly through perceived stress, $b = -0.14$, $SE = 0.03$, 95% CI [-0.20, -0.08]. Autonomous self-regulation appeared to be a protective factor for maladaptive eating behavior.

The ability to link bodily signals to affective states may unravel the cues (triggers or social factors) that initiate the stress-snacking habit. Mindfulness enhances the recognition of hunger and satiety cues, altering the reward circuitry that drives binge eating. By improving interoceptive awareness, emotions can be better regulated, and more conscious choices can be made aligned with one's true needs (or conversely, what one does not actually require) and personal values.

When I'm home, everything seems to be right! The relationship between work and home demands, work-nonwork balance crafting, and burnout

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Background: The extended use of information and communication technologies, the rising demand for flexible work arrangements, and organizational practices that encourage employees to expand work into nonwork life domains result in blurred boundaries between work and nonwork life domains (Ollier-Malaterre et al., 2019). At the same time, employees face increasing work and home demands (Rofcanin & Anand, 2020), leading to unsettled situations in family life and posing risks to employee well-being (Beckman & Mazmanian, 2020). In light of these developments, proactive individual-level crafting strategies for balancing work and life domains are becoming increasingly important. However, to date, these strategies have received insufficient attention.

Aims: Therefore, this aimed to shed light on the role of work-nonwork balance crafting in preventing burnout.

Method: 1303 employees were surveyed using an online survey platform. We used moderation analysis to test our hypotheses. *Results:* The results partially confirmed our assumptions, as only 28 % of the moderations we tested were significant. More precisely, we found home promotion crafting to moderate the relationship between job demands and burnout so that at high levels of home promotion crafting, job demands were less related to burnout. However, home prevention crafting did not moderate the relationship between job demands and burnout. Similarly, work-nonwork balance crafting did not moderate the relationship between home demands and burnout.

Conclusion: The results of our study provide empirical evidence that home promotion crafting might be a beneficial strategy to reduce the harmful effect of job demands.

Who derives the most satisfaction from leisure activities? The significance of aspiration profiles

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Background: Leisure encompasses activities individuals choose to engage in voluntarily, primarily seeking enjoyment, relaxation, and personal development. By eliciting a diverse range of positive emotions, leisure time significantly contributes to subjective well-being (Grenville-Cleave & Roffey, 2021). An intriguing question arises: do individuals always discern which activities positively impact their well-being, and to what extent are their choices linked to their aspirations?

Aims: Our study aimed to identify aspiration profiles and explore their connections with various leisure activities. Specifically, we sought to understand how individuals' orientation toward achieving internal, external, or transcendent goals differed their choice of leisure activities, overall well-being and satisfaction with leisure time.

Method: Conducted on a nationwide research panel (N = 608, 52.3% women), our study involved participants completing the Aspiration Index (Kasser & Ryan, 1993; 1996), Psychological Well-being Scale (Ryff & Keyes, 1995), and a Scale of Leisure Time Satisfaction (Jasielska, Szulawski & Poraj-Weder, 2022). Subsequently, participants described their leisure activities, categorizing them into one of four groups (focused on relaxation, entertainment, health, and self-development).

Results & Conclusion: Utilizing a cluster analysis, we identified several classes that differed in terms of their aspiration profiles. These profiles exhibited variations in preferences for leisure activities, leisure time satisfaction, and levels of psychological well-being. Our study indicates that underlying motivation is more important for leisure time satisfaction than the type of activity.

Who we are when you grow old ?

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According to the World Health Organization (WHO), by 2050, the population of individuals aged over 60 will increase from 12% to 22%, representing a major public health challenge. In individuals, aging can be accompanied by various sensory and cognitive declines (Mille et al., 2022), which can even lead to degenerative disorders such as Alzheimer's disease (Gil, 2018), altering autonomy and relationships with others. However, resilience factors, including interpersonal relationships (Stoner et al., 2017), and positive experiences (Wolverson & Clarke, 2016) have been identified.

This communication aims to present the results of two studies highlighting the complexity of age-related disorders through the lens of interpersonal relationships. The first study explores the unique role of grandchildren within families affected by Alzheimer's disease and the evolution of the relationship when a grandparent enters a nursing home (Boland Hamill, 2012). The second study investigates the influence of Snoezelen therapy, in maintaining the relationship between caregivers and patients with cognitive disorders, focusing on the experiences of caregivers (Mille et al., 2022).

The use of a qualitative methodology, interpretative phenomenological analysis (IPA), allows for an exploration of aging through the transformation of relationships between the elderly and caregivers, revealing the experiential lived experiences of those witnessing this change.

This work highlights the interconnectedness of individuals within families and the wider community as they cope with age-related disorders. It emphasizes the value of using innovative therapies and harnessing the strengths of intergenerational relationships. It highlights the key role of relationships despite the challenges of illness.

Wind Mind for Health Project

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Background: Individuals suffering of mental health disorders often report a sedentary lifestyle and unhealthy habits. On the other hand, several studies have shown how physical activity (PA) has a positive effect on psychophysical health and quality of life; in particular, combining interventions to promote PA with psychiatric and psychosocial treatments can improve outcomes with respect to various mental health indicators.

Aims: The WM4H project was created to meet the demand for health promotion through PA and aims to motivate individuals at Ultra- High-Risk (UHR) of psychosis to practice PA. The project was developed according to the recommendations of the Emilia Romagna Region for the promotion of health and well-being in people at UHR of psychosis, pertaining to the Mental Health Department of Bologna.

Methods: Participants were administered a self-assessment questionnaire investigating psychopathology, general well-being, PA- related habits, PA-related motivation, strengths and weaknesses in relation to PA (e.g. previous skills and interests; past and/or ongoing experiences, expectations). Results were assessed by a multidisciplinary team (psychiatrist, psychologist and kinesiologist) and discussed with the users, in order to create a personalized motivational path for carrying out the PA. Preferentially, the PA path is identified among some gyms certified by the Emilia-Romagna Region according to the Public Health Department recommendations.

Expected Results: We expect that the WM4H project will be feasible, as well as appreciated by users.

Conclusions: We believe PA will contribute to improving the psychophysical well-being of people with at-risk mental state and prevent the progression to psychosis.

Wipe away the impact of negative interpersonal feedback? The effect of psychological separation

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We all hope to have a “positive self-evaluation,” but life is always full of tests and even setbacks, which may impact our self-evaluation. Psychologists have proposed many ways to enhance our self-evaluation. Although the current research results on embodied cognition are still controversial, some studies do show that an individual’s physical feelings can also affect their cognition and even behavior. In the present research, we explore how embodied cognition may affect an individual’s self-evaluation and the confluence of self- functions. The embodied cognition employed is “physical cleansing.” Dong & Lee (2017) suggest that cleansing can be viewed as an embodied procedure of psychological separation. This study explored whether the psychological separation produced by physical cleansing also affects the negative feedback received during interpersonal interactions. Participants were randomly assign to a 3(interpersonal feedback: positive vs. negative vs. no feedback) x 2(how to evaluate antiseptic wipes: using it vs. examining it) design. The dependent measure was the evaluation of the interacting partner. Results showed that by using antiseptic wipes, participants in negative interpersonal feedback conditions would not devalue their partner. However, participants were told to examine the antiseptic wipes didn’t show the same effect. It indicated that cleansing did induced psychological separation and further affect subsequent evaluation. However, in the positive evaluation group and the control group, this effect did not occur. Further implications were also discussed.

Women can celebrate their abortions just as they can regret them: the difference in women’s emotions after an abortion

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Six emotions are widely examined to assess women’s feelings about abortion: relief, happiness, regret, guilt, sadness, and anger. Researchers have found that relief was the most reported emotion in the United States. In China, although abortion is legalized, few papers study abortion, and the existing results led to distressing findings that women tended to show more depression and anxiety after abortion. With quite a huge gap between the United States and China in social norms, policy, and culture, this study explored the different emotions of women who had an abortion. Using the word frequency analysis, based on the abortion stories collected from different websites, the percentage of the appearance of words from each emotion in 1) the total emotional word count; and 2) the total stories’ word count was calculated. Conclusions were made that Chinese felt more sad, less happy, relieved, and angry compared to Americans after abortion. Negative emotions for guilt and regret drew contradictory results in the percentage of emotional words and total words, so the effect was not significant and needs further examination. As the first study to investigate and compare two countries’ samples, I hope international and cross-cultural views can be added to this field.

Workplace wellbeing - what works and what doesn’t?

Stulic Ivana¹

¹IS-KORAK

Workplace wellbeing has become increasingly important during the pandemic and the trend continues. Organizations have realized that they need to do something to take better care of the various aspects of their employees’ wellbeing but they are not always sure what will have the greatest impact.

This presentation aims to show the practical experience of various organizations while devising and implementing their wellbeing strategies. What types of initiatives get the best ROI? What was their impact on the wellbeing as well as the companies’ bottom line? What activities do employees actually participate in and what are the key ingredients of those activities? What aspect of wellbeing needs to be most focused on (physical, psychological, financial, social..?) How to “sell” the activities internally? These are the types of questions the presentation will aim to answer.

The method of presentation includes sharing data and useful experiences of implementation from different organizations (covering multiple sectors). These organizations have been featured in a series of events called “Wellbeing in Practice” the Author has organized for the HR community in the Adriatic region. The presentation will also include other available global and regional reports, research conclusions and data relevant to the topic.

Attendees will get a clear sense of the variety of wellbeing initiatives that an organization can implement, what has proven to “work” and what didn’t and why, all by the end of this presentation. The presentation is best suited for other practitioners and researchers who are interested in workplace wellbeing.

Your brain on nature: spending time in nature and wellbeing

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Background: Attention Restoration Theory suggests that spending time in nature restores depleted attentional resources. We can examine this mechanistic claim through the use of electroencephalography (EEG), or brainwaves.

Aims: This talk aims to review our lab’s recent research examining the extent to which spending time in various natural environments can change brain activity.

Method: We will overview two studies: One that compares wilderness to urban environments; and one that compares looking at nature images to urban images. In all of these environments, participants complete a computer task while EEG is recorded to measure the error-related negativity (ERN)—a brain component related to attention and cognitive control.

Results: We find evidence that only real-world nature changes ERN amplitude; suggesting a distinct neural response to specifically real-world nature.

Conclusion: Evidence suggests that spending time in nature can restore attentional resources in the brain. Limitations and future directions are discussed.

ACCEPTED ABSTRACTS FOR SYMPOSIA

Co-design in Positive Health Interventions: experience from practice

Background: This session looks at participatory design (PD) or co-design in Positive Health Interventions that builds on the history of participatory design in community development, in information systems development and the more recent debates in healthcare research on public and patient involvement (PPI).

Aim: To illustrate how co-design can be incorporated in the development of positive health interventions building on the existing work in PPI in other fields.

Methods: We look at the co-design process in two settings. One using the Framework for Quality Improvement in PPI in health and social care research to assess the quality of the involvement as perceived by the participants in and the other looking at a community design of an online educational programme that provided insights in to the design that would not have been possible without the codesign process.

Results: Two different positive health interventions designed with public engagement will be presented after the introduction (Dr Elaine Byrne):

- Social Impact: The opportunity for co-designed advanced digital interventions for vulnerable populations. (Justin Laiti and Jennifer Donnelly)

- Co-design of a Comprehensive Online Health Education Program for Enhancing Perinatal Wellbeing in Ireland: Bridging Gaps in Knowledge, Support, and Empowerment during the Perinatal Period (Dr Róisín O'Donovan)

Conclusion: It is difficult to assess whether the impact of the positive health intervention is greater with co-design, but we can assess whether the participants valued the process and can contextualise an intervention that could not have been designed without this participation.

A1 Co-design of a Comprehensive Online Health Education Program for Enhancing Perinatal Wellbeing in Ireland: Bridging Gaps in Knowledge, Support, and Empowerment during the Perinatal Period

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Background: This project will address the gap in wellbeing support for perinatal people in Ireland by co-designing an educational programme that is tailored to the needs of perinatal people. The perinatal period lasts from pregnancy to one year after birth and is a significant time of both physical and emotional change. According to the World Health Organisation, 1, in 5 will experience a mental health condition during the perinatal period. The impact of perinatal wellbeing extends beyond the experiences of perinatal people to the health and wellbeing of their babies and families. Recent research has highlighted that the existing perinatal mental health services in Ireland are inadequate and many of those who experience mental health problems during the perinatal period feel unsupported within the Irish maternity care system.

Aim: To describe needs assessments and co-design workshops conducted with perinatal people, healthcare professionals, and researchers, in order to prepare evidence-based positive health educational resources for perinatal wellbeing.

Method: Describe a mixed-methods needs assessment and online co-design workshops.

Results: An overview of how the co-design process informed the development and dissemination of an educational programme for perinatal people across Ireland through a tailor-developed website, smartphone app, hardcopies and podcast series.

Conclusion: Co-design can help to ensure that positive health education is tailored to the wellbeing needs of the target population.

A2 Social Impact: The opportunity for co-designed advanced digital interventions for vulnerable populations

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Background: Technology-driven wellness tools, that include mobile applications and wearable monitors, are becoming more prevalent and have the capability to address the health needs of a wide range of people. However, health technologies often inadvertently provide optimal support only to the communities that reflect the demographics of developers and are therefore not designed to address the unique needs of vulnerable communities. Technology developers rarely include target communities, vulnerable populations, or citizens living in resource-poor environments, in the design process. Adolescents are one community with a lack of apps that are optimally suited to target their wellbeing needs.

Aim: To describe the co-design process between researchers/developers, secondary school students, parents (or guardians) and teachers, in the development of a bespoke smartphone application (app) and wearable device designed to enhance wellbeing for students in their final years of high school.

Method: Describe the co-design sessions and how data was collected

Results: Will be described in terms of the design, how it was perceived by the participants, and insights gained that would not have been achieved without this process.

Conclusion: Co-designs informed by Positive Health Sciences may contribute to enhanced participant engagement, and in the development of technological interventions to support unique community needs.

Embedding Positive Psychology science: The potential role of organisational operating rhythms

Much research has been conducted on positive psychology interventions over the past two decades and on application within school and organisational settings. Whilst there have been calls for greater systemic based approaches to “learn it, live it, teach it and embed it” in educational settings with recent literature published on embedding well-being science into school settings (Waters & Johnstone, 2022), less scientific attention has been given to the processes that organisations employ to embed wellbeing science. Recently, the authors (Mulcahy et al in preparation) have proposed that operating rhythms may be a potential mechanism to assist with not only enhancing organisational performance but simultaneously wellbeing. In this symposium, we will begin with an exploration of the historical roots of operating rhythms and their use in enhancing productivity and performance. We will highlight ways in which operating rhythms could potentially be utilised as a systemic approach to embedding wellbeing science. We will consider broader systemic challenges involved in embedding wellbeing science and highlight the role of leadership in the governance of maintaining and leveraging operating rhythms for the benefit of both individual and organisational wellbeing and performance.

A1 Embedding Positive Psychology science: An Introduction to Operating Rhythms as a Potential Mechanism for Embedment of Holistic Organisational Performance, including Leading for Wellbeing

Mulcahy Luke¹

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At the core of high-functioning organisations lies an optimal operating rhythm—intentional, holistic, and agile, striking a balance between organic flow and structured cadence. This presentation illuminates how these rhythms act as the lifeblood of an organization, synchronising strategic objectives with the everyday momentum of corporate activity to unify productivity with comprehensive wellbeing. We argue for a strategic pivot towards operating rhythms that are deliberately crafted, encompassing the full spectrum of organisational life to enhance performance. Such intentionally designed rhythms foster not only systemic efficiency but also adaptability and employee wellness. This session delves into the essence of an optimal operating rhythm that harmoniously blends structured processes with the organic dynamism necessary for a resilient and vibrant organizational culture. The conversation navigates the potential and the intricacies of implementing these balanced rhythms, underscoring their significance as a bedrock for a thriving, holistic organisational ecosystem.

A2 Embedding Positive Psychology science: The Significance of a Systemic Lens in Embedding Holistic Organisational Performance and Well-being, Through Operating Rhythms O'Connor Sean¹

¹ University of Sydney, Australien

Unlocking the transformative potential within intentionally crafted operating rhythms necessitates a strategic application of systems thinking. This presentation illuminates the profound importance of adopting a systemic lens in the comprehensive analysis of organisational challenges, as well as in the strategic development and execution of interventions aimed at optimising organisational performance. With a focus on the intricate relationship between systems and networking thinking, this session delves into the nuanced dynamics of how operating rhythms can provide a tool for analysis and application potentially enabling flourishing workplace cultures. This exploration underscores the critical role of evidence-supported approaches to systemically integrating potential change and cultural enhancement using operating rhythms an example for integrated approaches that can be scaled from the individual through team, to organisation and up to precinct and the environment of interaction. As we conclude the symposium, this session goes beyond theoretical insights, providing actionable suggestions for future developments in the application of positive psychology to enhance organisational performance.

A3 Embedding Positive Psychology science: Unveiling the ‘You,’ ‘Me,’ and ‘Us’ of Successful Operating Rhythms Implementation

Green Suzy¹

¹ The Positive Institute, Australien

Successful design and embedment of operating rhythms requires clarity of the roles across practitioners, leaders, and team members in orchestrating these harmonious organisational cadences. This presentation delves into the intricate symphony of workplace dynamics, exploring the roles of practitioners, leaders, and team members in orchestrating successful operating rhythms. The ‘You’ speaks to the crucial role of practitioner and professional awareness in assessing, designing, and implementing operating rhythms. Leadership, embodied in the ‘Me,’ highlights the conducting role of leaders in effectively setting the tone, designing structures, adapting to change, and guiding the organisation toward a harmonious and productive work environment. The ‘Us’ uncovers the indispensable contribution of team members and individuals to the organisational ecosystem. Exploring the importance of engagement and commitment in fostering collaboration, creating an atmosphere conducive to skill development, personal growth and continuous improvement within the organisational systems in which they operate.

A4 Positive Psychology Science: Current challenges & opportunities

Green Suzy¹

¹ The Positivity Institute, Australien

Whilst there has been significant progress made in the research and application of Positive Psychological Science over the past twenty years, there is still little known about its systemic and sustainable embedment. This presentation aims to set the scene for the symposia by identifying current approaches and challenges for both scientists and practitioners (consultants and internal organisational/educational leaders) in applying the science to make it stick.

Embracing Resilience in Adults with Neurodevelopmental Disorders

This tri-national symposium presents three studies focusing on key dimensions of self-regulation as contributing to resilience and adjustment in adults with two major neurodevelopmental disorders – specific learning disorder (SLD) and/or attention-deficit/hyperactivity disorder (ADHD) – compared to typically developing (TD) adults. Al-Yagon and Walter explored four personal risk/protective factors— ADHD symptoms, sense of coherence, hedonia motives, and eudaimonia motives – as explaining resilience, well-being, and functioning in emerging adults with ADHD versus TD. Sharabi, Carretti, Fernandez Cueli, Rodriguez, and Pellegrino investigated undergraduate students with and without specific learning disorders (SLD) from three countries – Israel, Spain, and Italy – to examine relations between four personal resources: self-regulated learning, academic satisfaction, academic self-efficacy, and skills in behavioral, emotional, and social domains. Finally, Margalit explored the role of hope as a moderator and mediator in understanding the relations between ADHD symptoms and executive functioning, in adults with ADHD. Altogether, we addressed core resilience issues at the individual ecological level in adults with/without neurodevelopmental disorders. Symposium's Importance: Across the lifespan, both SLD and ADHD reveal clear associations with clinically significant academic and socioemotional impairments. Thus, adults with ADHD/SLD often report highly maladaptive functioning like academic failure, erratic employment, risky behaviors, substance abuse, and marital difficulties. Therefore, a positive psychology perspective exploring the possible contributors to resilience and adjustment is of particular interest while living with these neurodevelopmental disorders during adulthood. Adult students in higher education merit specific focus, as successful academic education has been linked with young adults' increased employment rates, greater job satisfaction, and better job stability.

A1 Exploring Young Adults' Pathways to Resilience and Well-Being in Higher Education Students With/Without ADHD

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Background: Overall, ADHD symptoms reveal clear associations with clinically significant academic and/or socioemotional impairments. Prior data highlighted this neurodevelopmental disorder's strong potential to undermine success in higher education. Aims: This study aimed to explore resilience, well-being, and functioning in emerging adults with ADHD attending higher education. Specifically, this study investigated the role of three protective factors (sense of coherence – SOC, hedonia motives, and eudaimonia motives) in understanding adaptation to postsecondary settings and well-being measures among undergraduate students with ADHD versus TD.

Method: The sample comprised 82 undergraduate students (50 females, 32 males) ages 23-34 years (M=27.60, SD=4.80) in two groups: 32 with formally diagnosed ADHD and 54 without ADHD or other disabilities. Instruments included five self-report measures: ADHD, SOC, hedonia/eudaimonia motives, student adaptation to university questionnaire, and psychological well-being scale.

Results: MANOVAs yielded significant group differences on students' level of SOC, most measures of adaptation to university, and most well-being measures. Regression analyses revealed the significant risk posed by ADHD and the protection offered by SOC and partially by hedonia/eudaimonia motives – for explaining students' resilience and well-being.

Conclusion: Students with ADHD manifested lower levels of protective resources and well-adjusted functioning than their TD peers. In understanding students' resilience/well-being, findings also pinpointed the risk posed by ADHD and the protection offered by SOC (coping resource) and partially by hedonic strivings (to experience pleasure, comfort) and eudaimonic strivings (for excellence, meaning, virtue). Discussion focused on factors' unique protective/risk value for explaining adaptive functioning in groups with ADHD and TD in higher education.

A2 Social-Emotional and Behavioral Skills, Self-Regulated Learning, Academic Satisfaction, and Self-Efficacy: A Comparison Between Israeli, Spanish and Italian Undergraduate Students With and Without ADHD and/or SLD

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¹University of Padova, Italy, Italien

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³University of Oviedo, Spain, Spanien

Background: Students with ADHD and SLD attending higher education settings encounter multifaceted challenges in academic, emotional, and social domains. Current psychological models advocate for a positive approach that focuses on personal strengths and coping resources rather than perceived deficits. Aims: The study aimed to investigate relations among four key personal resources: self-regulated learning (SRL), academic satisfaction (AS), academic self-efficacy (ASE), and behavioral, emotional, and social skills (BESSI) among undergraduate students with and without ADHD and/or SLD from three countries: Israel, Spain, and Italy.

Method: Participants included 494 students (168 with SLD and/or ADHD, 326 without disabilities; 374 females, 118 males); 234 from Israel, 184 from Spain, 76 from Italy.

Results: Preliminary analyses revealed significant correlations among all variables. Students with disorders consistently reported lower ASE and BESSI than peers with TD. Different patterns emerged for SRL and AS in the three countries.

Conclusion: This study underscores the importance of scrutinizing personal resources to address the educational, emotional, and social challenges faced by at-risk groups such as students with ADHD and/or SLD across diverse cultural contexts. These findings offer insights for tailoring culturally sensitive interventions to students who need support.

A3 The Role of Hope in Mitigating ADHD-Related Challenges: Executive Functioning and Emotional Regulation Perspectives

Margalit Malka¹

¹Tel Aviv University, Israel

Background: Hopeful thinking is defined as the expectation for positive experiences and for attainment of desired goals. Such thinking has emerged as a character strength, believed to mediate the complex relationships between stressful challenges and positive outcomes. Thus, hope may be important for persons with ADHD, who often encounter developmental difficulties. Research has reported that persistent ADHD symptoms correlate with lower executive functioning and diminished emotional regulation skills. Considering that hopeful individuals tend to set goals and devise effective pathways to overcoming obstacles, hopeful thinking was hypothesized to predict reduced vulnerability in critical skills for adults with ADHD. Aims: This study aimed to examine the role of hope as both a moderator and mediator in the ADHD context.

Method: Participants were 296 adults with mean age of 31.67 years (SD=10.15; 105 males, 191 females) including 93 diagnosed with ADHD. Questionnaires assessed executive functioning (BDEFS), emotional regulation (ERQ), self-reported ADHD symptoms (ASRS), and the hope trait (Snyder, 2002).

Results: Hope played a moderating role in ADHD symptoms' relations with executive functioning. Additionally, hope emerged as a mediator between ADHD symptoms and emotional regulation levels.

Conclusion: This study demonstrated the significance of hope as an important personal resource in predicting adults' abilities for coping with ADHD-related challenges, especially reduced executive functioning and emotional regulation. Findings emphasized the distinct role of hope in mitigating these two vulnerabilities differently. Notably, as the hope trait is malleable and can be nurtured, these outcomes suggest that future intervention planning can enhance success for people with ADHD.

Exploring the Flourishing Impacts of Arts Engagements

The arts are one of the most omnipresent features of our human environments. We attend concerts, visit museums, read books, pass by murals and graffiti, appreciate the architecture in our cities, and interact with various other art-forms throughout our daily lives, rather constantly, both intentionally and passively. Increasingly, research has begun to examine the ways in which these forms of arts engagement might enhance our well-being. This introduces a breadth of possibilities for considering ways that different arts presentations can impact individuals—on not only personal and mental but also eudaimonic and societal levels—and contribute to our overall flourishing and growth. In this symposium, we feature four presentations examining different aspects of this topic. Mizan Rambhoros will consider ways in which the aesthetics of our cities shape our flourishing, with a specific look towards 'loveability' and emotional attachments to our urban space. Ainur Alyps discusses how engagement with virtual art galleries in individual or multiple visits can enhance our well-being and emotional experiences. Srestha Chakraborty will discuss research practices for investigating and applying the transformative power of art towards shifting perspectives and combatting discrimination involving immigrant populations, while also taking into account ethical considerations regarding representation and agency. Finally, Christa Mahlobo will examine how engagement with art can enhance social justice attitudes and behaviors. The session will conclude with Matthew Pelowski, University of Vienna, ARTIS Lab (Art Research on Transformations of Individuals and Societies) serving as a discussant and sharing reflections on these four presentations.

A1 Examining the Impacts of Art Engagement on Social Justice Attitudes

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A & H engagement has been shown to enhance prosocial behaviors such as empathy and deeper understanding of diverse perspectives. Social justice (SJ), here defined as beliefs about an equal society where all members are granted equal rights, opportunity, and treatment, is one such prosocial behavior. To date however, little research has examined the relationship between A & H engagement and SJ attitudes. The present research thus explores the potential relationship between A & H and SJ attitudes. Specifically, a sample of 397 adults completed a questionnaire assessing their interest in art and aesthetic responsiveness to art, as well as their SJ attitudes. Participants then completed a five-week study in which they engaged in virtual art gallery visits once per week and completed measures of empathy following each visit and before any gallery visits occurred. We hypothesize that individuals high in art interest and aesthetic responsiveness will score higher on SJ attitudes (indicating higher prosociality towards marginalized individuals). Additionally, we will examine whether people's rate of change in empathy may predict change in SJ attitudes over a five week period. Findings will have implications on the role of art in impacting prosocial behaviors.

A2 How do we best combat prejudice and discrimination with the arts: Introducing a decolonial, collaborative and transdisciplinary approach to empirical aesthetics

Chakraborty Srestha¹

¹ University of Vienna, Faculty of Psychology, Österreich

Implementing the arts as a catalyst for changing attitudes and behaviours regarding contemporary societal challenges, particularly in the context of migration, has gained substantial focus of resources and interests, across policymaking and federal institutions, as well as within empirical and cognitive psychology of aesthetics. However, due to lack of empirical evidence of its efficacy, and ethical issues involving agency and 'researcher-target-group' relationships, this remains a largely unexplored and procedurally fraught area for collaborative, transdisciplinary research. In this presentation, by discussing a preliminary study investigating the socially transformative power of public art in bridging diverse communities, I expand on potential ethical pitfalls that need to be overcome in research involving marginalised stakeholders from migrant backgrounds. The study assessed whether changing the language of a street-level exhibition in Berlin could make this exhibition more accessible to target migrant populations, and increase neighborhood connectedness and satisfaction. Initial analyses of the language intervention, however, showed no effects. More importantly, the intervention itself, and the assumptions underlying the researchers' aims to 'overcome barriers' and increase accessibility 'for' a target group, raise critical questions of agency, accountability, and representation. Through this example, I propose a decolonial research framework that: (i) encourages active, intentional collaborations with marginalized stakeholders instead of them being passive participants, (ii) gives them more agency in sensitive matters that directly affect them at individual, systemic levels, (iii) is sensitized to the intersectional nuances of discrimination, and (iv) places accountability on those who discriminate rather than those who are being discriminated against.

A3 It's you, it's me, it's us...with our cities: the convivial value of Loveability to enrich wellbeing in Europe through creative cultural spaces

Rambhoros S. Mizan¹

¹ University of Vienna, Faculty of Psychology, Österreich

Cities can be our companions, wherein certain settings offer enriching experiences that are good for our minds and souls. Involving positive emotional connections with our surrounding worlds, people-place interactions can support human flourishing. Our love for/affinity with city spaces can make us feel happier and part of a bigger 'whole'; with convivial places inspiring interpersonal connections that positively impact on wellbeing at individual and societal levels. This 'quality' of urban life, could be loveability—a fuzzy feeling of comfort and contentment—that some cities may engender in ways that others may not. Focused on arts and health, this talk will present our current research on loveability,

targeting complex interactions of positive emotions and urban place encounters, from the theoretical basis of Positive Psychology and Positive Design. Our EU-funded project, LIVE-LOVE, aims to explore and operationalise the elusive idea and enigmatic ingredients of loveability and the capacity of creative cultural spaces to manifest this in European cities via interdisciplinary research. Converging empirical psychology and aesthetics, architecture, and geohumanities, we systematically employ mixed-methods to empirically examine interactions between psychological affect and spatial design stimuli comprising enriching experiences in real-world investigation, with the goal to reveal the psycho-spatial factors facilitating subjective wellbeing. Our talk invites you to consider loveability as a way to encourage conviviality and produce the psychologically good life—enabled through creative cultural spaces of European cities—as both practice and reflection of our best selves in thriving together.

A4 Virtual Art Visits: The Influence of Personality, Art Interest, and Aesthetic Responsiveness on Well-Being

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A wealth of research suggests that engaging with visual art and visiting art museums is beneficial to flourishing; however, less is known about the potential benefits of digital forms of engagement. An emerging literature provides preliminary evidence of the benefits of digital art engagement, but additional research on mechanisms and potential moderators of the benefits is necessary. The present study examines the impacts of repeated visitation to a virtual art gallery to address three questions: 1) Do personality, interest in art, and aesthetic responsiveness influence emotional experiences in a virtual art gallery?; 2) Do these individual differences predict well-being?; and 3) Do these individual differences predict the rate of change in emotion and well-being across multiple gallery visits? A sample of 397 U.S. adults was recruited from Prolific. Participants completed a five-week study in which they engaged in virtual art gallery visits once per week and completed measures of emotional experiences (e.g., positive, negative, and aesthetic emotions) and well-being following each visit. Findings suggest that personality and individual differences related to aesthetic engagement are important factors in shaping the emotional and well-being experiences of engaging with art in virtual environments.

Finding More Flow, Finding More Wellbeing

The relationship between flow and wellbeing has been explored extensively over the past 50 years, but there remains much to be discovered on how to experience flow more frequently and the benefits of flow experiences at both the individual and team levels. In this symposium, an international cadre of scientists will present research on how to find more opportunities to experience flow, and specific ways in which individual and team flow can contribute to wellbeing. A team from Italy will highlight the potential for flow experiences to contribute to a reduction in depressive symptoms, which suggests that promoting flow may be valuable not only for maintaining wellbeing, but also as part of a treatment plan for those experiencing compromised mental health. A researcher from the Netherlands will discuss the nature of collective flow experiences and how they can promote positive outcomes in the workplace, as well as considerations for how measuring flow during work processes can be a guide for managing teams. An American researcher will present a mindfulness-based intervention that increases the potential for one to experience flow, with additional focus on the relationship between flow, creativity, and high performance. Another US-based researcher will look at how everyday creativity and flow experiences are related and how this relationship can suggest ways to increase the frequency of flow experiences. Across the talks in this symposium, new measures relating to flow will be evaluated and discussed, along with discussions of flow's role in promoting high performance and overall wellbeing.

A1 Exploring the relationship between flow and creativity in daily life

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While flow was initially discovered in the analysis of producing creative works (Csikszentmihalyi, 1996), the precise nature of the relationship between flow and creativity remains to be discovered (Cseh, 2016). Does engaging in a creative activity increase the chance of the activity being a flow experience, or does experiencing flow during an activity make it more likely that the activity will make use of a person's creativity and/or yield a more creative product? It is likely that each promotes the other, but most studies that considered this question focused on the production of higher-grade creative works (e.g., MacDonald et al., 2006; Moneta, 2012). There is far less research, however, on the relationship between flow and everyday creativity (Richards, 2017), which is typically a lower degree of creativity and is where this study has its focus. This investigation explores if/whether flow has any connection to the experience of engaging in everyday creativity, and whether personal factors like creative self-efficacy, flow proneness, and autotelic personality play any role. The results shed light on whether everyday creativity and flow experiences can be gateways to one another, which is particularly notable since flow experiences can be somewhat elusive (Csikszentmihalyi, 1997) while everyday creativity is (by definition!) quotidian (Richards, 2017). By examining personality factors along with these results, this talk will also discuss potential ways to harness innately high levels of these personality factors, as well as the potential for using the everyday creativity that everyone experiences to develop a more autotelic and flow-prone personality.

A2 Mindfulness on Demand: Unleashing Flow and Elevating Task Performance through a Brief On-the-Spot Intervention

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The recently proposed Cognitive Control Model of Work-related Flow suggests that experiencing mindfulness and flow can help increase performance and other positive outcomes at work. The model also found support for flow mediating the relationship between mindfulness and performance. However, research investigating strategies individuals can leverage to facilitate these constructs is in its infancy and has often been conducted in domains such as sports or gaming, which may be less generalizable to the workplace, or rely on self-reported performance measures. As such, the current research aims to test a brief on-the-spot mindfulness intervention to increase mindfulness, flow, and objective task performance. Additionally, this research aims to contribute to flow theory by supporting tenants of the Cognitive Control

Model of Work-related Flow. To achieve these aims, an experiment was conducted in which students were assigned to control and experimental groups (participating in a brief mindfulness intervention or not) and completed problem-solving and creativity tasks in counterbalanced order. While results suggest that the mindfulness intervention did not facilitate mindfulness or flow during the first task completed, support was found for a serial mediation at time two, whereby the assigned group predicts mindfulness, which in turn predicts flow, which predicts performance during task 2. Theoretical implications and the potential for improving and developing future interventions for facilitating mindfulness, flow, and increased performance will be discussed.

A3 The relationship between mental health and flow experience among persons with Major Depressive Disorder in remission

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Background: Despite available antidepressant drugs and psycho-therapeutic protocols, persons with Major Depressive Disorder (MDD) in remission often experience subthreshold symptoms deeply affecting their quality of life. The investigation of their positive mental health and meaningful resources may provide information to address this phenomenon more comprehensively. *Aims:* This study was aimed to investigate flow experience as a crucial resource and motivational driver in daily living, and its association with perceived depressive symptoms and positive mental health among persons with MDD in remission.

Method: Participants were 92 adults (Mage=47.6; 70.7% women) who filled out the Flow Questionnaire, the Mental Health Continuum-Short Form, the Beck Depression Inventory-II, and the Life Theme Questionnaire exploring current challenges and future goals.

Results: Data analyses showed that 17.4% of participants were languishing, 23.9% flourishing, and 58.7% moderately mentally healthy. The majority (76.1%) reported flow experiences in their lives, scoring significantly higher on emotional well-being and lower on depressive symptoms as compared to participants not experiencing flow. Primary sources of flow were activities in the leisure, work, and family domains; among current challenges and future goals, managing personal psychological conditions and sharing family life were most frequently mentioned.

Conclusion: Present findings offer suggestions to health professionals, highlighting the potential usefulness of coconstructing a wellbeing-focused intervention together with persons with MDD, based on the identification and implementation of daily activities and social contexts associated with flow, and on the joint exploration of the most effective strategies to overcome current challenges and attain personally relevant goals.

A4 Using the Team Flow Quick Scan to Measure Team Flow and its Benefits at the Individual and Collective Levels

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Over the last 25 years, research has shown that flow experiences among groups (e.g., orchestras, pit crews) positively affects group processes and outcomes. But, most of the research has looked at individual experiences instead of shared experience, especially in the context of the workplace. This overlooks the important synergistic and collective facets of the team flow experience that contribute to team effectiveness. Extending past research on aggregating individual experiences of team flow, this talk will highlight how team flow can be a shared phenomenon that characterizes the team as a whole. As bridging this research gap also requires a new measure of collective team flow, this talk will feature a collective team flow questionnaire (Team Flow Quick Scan; TFQS) focused specifically on the workplace and examine its impact on both individual and team outcomes. In addition to demonstrating the psychometric validity of the TFQS, empirical findings from 71 work teams will be shown to support the idea of operationalizing team flow as a second-order model comprised of two factors, and also show the relationship between collective measures of team flow and positive outcomes for the team as a whole and its individual members. Results suggest that team flow can serve as a key measure to guide the management of work teams.

Healing the Healers: Fostering Well-being and Resilience through Positive Psychology Interventions in the Healthcare Workplace

Positive psychology in the workplace is a growing field in the complex post pandemic world of work for healthcare professionals. It can significantly impact organisational dynamics through emphasising the cultivation of strengths and positive emotions, leading to increased employee engagement and enhanced overall performance. (Seligman, M. & Csikszentmihalyi, M., 2000). The application of positive psychology extends to leadership practices, promoting transformational leadership styles that inspire and empower employees. Encouraging a growth mind-set and promoting psychological safety among teams are integral components of a positive workplace culture. Organisations adopting positive psychology principles report reduced turnover, this is critical in our health services. In this symposium, we propose three presentations, grounded in empirical evidence: (1) Airs presents on the relationship between positive leadership and psychological safety with a focus on learnings that can be applied to leadership development and practice in work environments, and in particular ones where there are high levels of pressure and stress. (2) Collins shares a mixed method study exploring well-being among nurses & midwives in the Irish health service and how positive psychology interventions in the workplace can support the retention of this critical staff cohort for the successful delivery of healthcare. Finally, (3) Loughnane describes how an online positive health coaching approach led to a positive change in healthy lifestyle and wellbeing, and reduced burnout in Irish health care professionals. Taken together, this symposium will showcase how Positive Psychology Interventions can promote thriving among healthcare professionals in the modern healthcare workplace.

A1 Flourishing Nurses: Wellbeing & Retention. Exploring careers in Nursing & Midwifery (career motivations/ workplace engagement/workplace experiences of (early career) nurses and midwives in the Irish health service).

Crowley Henry, Marian Burke, Jolanta Collins Mary

Background: There is a significant talent shortage of nurses and midwives in the Irish health service causing serious disruption to healthcare services. The recent Irish Health Service Executive (HSE) report indicates a significant increase in staff turnover post-pandemic, from 5.9% in 2019 to 10.2% in 2022 (HSE, 2023). The current research aims to explore the wellbeing of the HSE staff as a factor contributing to the high staff attrition, using a sample of nurses and midwives from the National Maternity Hospital as part of a pilot study, extending to a national sample of nurses & midwives in Spring 2024.

Aim: The research aims to explore the wellbeing of the nurses & midwives as a factor contributing to the high staff attrition and provide a set of positive psychology interventions as recommendations to improve staff wellbeing in the Irish Health Service.

Method: A mixed method approach is being employed for this study commencing with an online survey using a range of well-being and positive psychology measures, followed by in-depth interviews to further explore the emerging themes.

Results: Will be formed from the mixed methods study (due to be completed Spring 2024)

Conclusion: The study will conclude with a set of recommendations based on positive psychology interventions to improve the workplace wellbeing of nurses and midwives in the Irish Health Service with the overall aim of reducing attrition rates and enhancing a culture where nurses and midwives can flourish in their working lives.

A2 RCSI Coach Connect: A Coach-led Online Positive Health Application Designed to Improve Wellbeing and Reduce Burnout Among Irish Hospital Workers

Loughnane Croia, Dunne J. Pádraic, O'Donovan Róisín

Background: Recent research emphasizes the urgent need to safeguard the physical and mental health of frontline Hospital Workers (HWs) (WHO, 2019; Burke et al., 2021; O'Brien et al., 2022). Healthy HWs play a fundamental role in creating healthcare services that are effective, efficient and compassionate. Despite this, HWs often report experiencing poor wellbeing, high levels of work-related stress and burnout (Johnson et al., 2018; Dunne et al., 2019). The COVID-19 pandemic has exacerbated the stress and burnout experienced by HWs, leading to the need to implement approaches for reducing burnout and enhancing resilience, positive emotions, wellbeing and strengths among HWs.

Aim: The RCSI Coach Connect project addressed this by introducing an online positive health coaching application in an Irish hospital. Our aim was to explore how digital positive psychology and coaching interventions can effectively reduce burnout and enhance positive health and wellbeing in HWs.

Method: Employing a mixed-methods Randomized Control Trial with two 12-week interventions, consenting HWs (n=24) were randomly stratified into waitlist control (n=12) and intervention (n=11) groups. Participants completed pre- and post-intervention online surveys, including the Oldenburg Burnout Inventory, PERMA-Profiler, and Lifestyle Medicine Vital Signs (assessing sleep, diet, exercise, avoiding risky substances, relationships, and stress management). Semi-structured interviews were conducted with 11 participants from both groups post-study.

Results: RCSI Coach Connect indicate that implementing an online positive health coaching application led to increased overall wellbeing, heightened positive emotions and happiness, along with reduced negative emotions, burnout, and exhaustion among HWs.

A3 What is the relationship between positive leadership development and psychological safety? Step 1, - The impact of team leaders' behaviours on psychological safety in teams.

Airs Lucy, Burke Jolanta, Van Nieuwerburgh Christian, O'Donovan Róisín

Background: Leaders are under increasing pressure to support organisational performance and innovation whilst managing diverse teams and supporting their well-being to reduce turnover and retain talent. Psychological safety has emerged as a critical construct seen to support innovation and performance, amongst other things ((Baer & Frese, 2003; Edmondson, 1999; Edmondson & Bransby, 2023; Kahn, 1990). Though a mature construct, there is a paucity of evidence regarding how leaders can develop their teams' psychological safety in practice (O'Donovan & McAuliffe, 2020). Workplace positive psychology, organizational scholarship and organizational behaviour focus on optimal functioning, and offer a wealth of tested and validated interventions that also aim to meet desirable organizational outcomes.

Aim: The aim of this initial step is to investigate which leader behaviours and attitudes impact followers' perception of psychological safety. It is to move beyond leadership styles and consider what leaders who foster high levels of psychological safety in their teams do and say, how they behave.

Method: As a first step, this systematic review aims to circumnavigate the extensive literature on leadership styles and narrow in on the actual behaviours and attitudes that leaders display and that impact followers' perception of psychological safety.

Results: The literature has thus far focussed heavily on leadership styles that foster team psychological safety. For practice, this may cause confusion. The behaviours identified support the design of a survey investigating the relationship between positive leadership behaviours and psychological safety. Beyond the results of the systematic review, initial survey outcomes may be presented in July 2024 (due to be completed in June 2024).

Conclusion: The focus of the presentation will be the learnings that can be applied to leadership development and practice in work environments, and in particular ones where there are high levels of pressure and stress.

Hope across cultures: Further insights from the International Hope Barometer Program

This symposium presents further conceptual and empirical findings on hope, resulting from 10 years' of collaboration between several researchers across the globe. The International Hope Barometer Program obtains responses from more than 5000 participants annually. This yields valuable insights on what people hope for, how they hope, and what the possible outcomes of a hopeful orientation may be. In this symposium we first present evidence on the importance of a hopeful attitude and of fundamental values and basic beliefs for the creation of a better future, not only for oneself, but also for the entire planet. Then, the importance of hope in different contexts are further highlighted. This includes being a protective factor of mental health in the war in the Ukraine, and supporting well-being among Portuguese adults. Finally, we present findings on key sources of hope across the adult lifespan. A core message of this symposium is that everyone, no matter how challenging the situation might currently be, can hope for and contribute to a better common future. Such a future can rarely be achieved by individuals alone, but rather through a community of hoppers.

Subcat: Culture Theme: Strengths Tharina Guse Department of Psychology, University of Pretoria tharina.guse@up.ac.za

A1 Hope for peace: Perceived hope as a protective factor of mental health in the times of war in Ukraine

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Background: Studies indicate that recent crises and negative events have adversely affected the psychological well-being of the Central European population. Given the stressors induced by the ongoing war conflict, increased attention is warranted for the examination of protective factors influencing mental health. Aims: This study aimed to investigate the role of perceived hope in the levels of mental health and psychological distress associated with the armed conflict in Ukraine, elucidating its connections to attitudes towards peace and war.

Method: One thousand adult Czech respondents (51% female, mean age 45.3 years) completed an online anonymous questionnaire, including the Perceived Hope Scale, Mental Health Continuum Scale, Generalized Anxiety Disorder Scale, and Attitudes toward Peace and War Scale. Demographic data such as age, gender, level of education, and marital status were also collected.

Results: Over three-quarters of respondents perceived the effects of the war in Ukraine on their country, with almost 50% feeling personally threatened by the conflict. Nearly half of the respondents experienced increased stress and negative emotions, and most held pessimistic expectations about the socio-political situation's future development. Nevertheless, almost 75% of the participants remained hopeful. Correlation analysis indicated that a higher level of perceived hope positively correlated with positive mental health and attitudes toward peace, while negatively correlating with levels of anxiety and depression and attitudes toward war. Hope emerged as a significant predictor of positive mental health, associated with a more positive attitude toward peace than war.

Conclusion: In conclusion, our findings underscore the pivotal role of perceived hope as a protective factor in mitigating the adverse impact of armed conflict on the mental health of the Central European population. The positive correlation between hope, positive mental health, and pro-peace attitudes highlights the importance of fostering hope as a targeted intervention for enhancing psychological resilience amidst ongoing crises.

A2 The relationship between well-being and dispositional hope in a Portuguese sample of adults: the mediating role of mental health

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Background: In our pursuit of a fulfilling and mentally healthy life, in particularly since we are facing a global mental health crisis, the study of well-being has emerged as a fundamental field of research. Data shows that higher levels of well-being are associated with better mental health outcomes. Additionally, individuals with better mental health might possess the personal resources necessary to set and pursue meaningful goals, maintain positive expectations, and overcome adversities.

Aims: We aimed to explore the positive relationship between well-being (hedonic, psychological, and social) and dispositional hope, suggesting that mental health acts as a mediator in this relationship, since improved mental health can create a conducive environment for the development and maintenance of dispositional hope. Method Data collection took place through an e-survey gathered through social media during the last quarter of 2022. The sample was composed by 471 participants (85.4% female) with a mean age of 47.72±11.86 years. Participants were workers (88.6%), pensioners (6.8%), university students (2.5%) and unemployed (2.1%).

Results: Results revealed that well-being relates positively and significantly to dispositional hope. Additionally, well-being presented a significant and positive relationship with mental health, which, in turn, also presented a significant and positive relationship with dispositional hope. Finally, using Hayes process macro for SPSS we found that mental health mediates the relationship between well-being and hope.

Conclusion: Responding to the need of continuous research on strategies to promote mental health, our findings reinforce the conceptual frameworks that consider well-being and mental health as key contributors to a resilient and hopeful mindset. Likewise, interventions focused on cultivating positive affect, facilitating personal growth, and fostering supportive social environments might contribute to improved mental health outcomes.

A3 Values and Worldviews of Hope

Krafft Andreas¹

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Background: Hope has been defined as a wish for a valuable good, whose fulfilment is believed to be possible, as well as the trust in the availability of personal, social, or other resources to its fulfillment. We hypothesized, that central values and beliefs of a person could be positively related to the perception of hope.

Aims: This study aimed to 1) identify which central human values could be related to hope; and 2) to explore which basic beliefs support the perception of hope.

Method: Swiss German adults (n= 3699) completed the Perceived Hope Scale, the World Assumptions Scale and the Meaning and Purpose Scale as part of the Hope Barometer 2023. We calculated a series of bivariate partial correlations and multiple hierarchical regression analyses.

Results: Basic worldviews significantly predicted perceived hope (R²= .405), especially the belief in the benevolence of the world and people (R²= .251), the feeling of self-worth (R²= .296) and a general experience of being a lucky person (R²= .265). Furthermore, personal values also predicted hope but to a lesser extent (R²= .157). In particular personal growth (R²= .243), a sense of community (R²= .162) and religious faith (R²= .109) were significant predictors.

Conclusions: There are several worldviews and values that are related to the general perception of hope: 1) The individual dimension of self-worth and personal growth, 2) the social dimension represented by the general belief in the good and the importance of the social community, and 3) the transcendent dimension of religious faith and the belief in luck.

A4 What sustains hope? Sources of hope across the lifespan

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Background: While there appears to be an extensive research base related to the benefits of hope on well-being, less is understood about the sources of hopeful thinking and psychosocial factors that support hopefulness from a lifespan perspective. *Aims:* This study aimed to 1) identify and compare the most important sources of hope across four adult age groups; and 2) to explore the relationships between specific sources of hope and levels of perceived hope across the four groups.

Method: South African adults (n= 465) adults completed the completed the Perceived Hope Scale and Sources of Hope Questionnaire as part of the Hope Barometer Programme. They were divided into four age groups: emerging adulthood (n = 132), established adulthood (n = 137), middle adulthood (n = 144) and older adulthood (n = 55). We implemented a series of MANOVAs and multiple regression analyses. We further conducted a principal factor analysis to summarise sources of hope into a smaller set of factors.

Results: Levels of perceived hope did not differ significantly across age groups. All four groups rated positive interpersonal relationships and religious experiences as the most important sources of hope. For emerging adults, the strongest predictors of perceived hope were social-relational experiences. For both the established and middle adulthood groups, personal mastery and hedonic experiences had the largest influence.

Conclusion: Certain experiences may be more likely to strengthen hope during specific developmental phases. Interventions aimed at increasing hope could potentially target and strengthen these sources for specific age groups.

Implementing innovative positive interventions with the use of Virtual Reality and other digital technologies.

Digital technologies (smartphone apps, videoconference softwares and virtual reality--VR devices) are becoming increasingly relevant in modern societies and are widely used for entertainment, communication, and in different fields of health and medicine. Recently, a new paradigm emerged: "Positive Technology" described as the scientific and applied approach to the use of technology for improving the quality of life and booster personal well-being. This symposium is aimed at describing four applications of digital technologies within positive psychological interventions. The first two contributions aim to test the effectiveness of two different virtual reality softwares in inducing an experience of selflessness and positive emotions (the first one) and awe and aesthetic emotions (the second one) in the general population. The third contribution illustrates the applications of a new VR software in the treatment of psychological distress and in the promotion of positive psychological resources in a sample of college students with mild depression and anxiety disorders. The fourth contribution explores the benefits and acceptance of blended positive psychotherapy for the treatment of residual depression, where sessions were in part delivered through a digital positive psychology application. The results of all four investigations confirm that digital technologies can have a relevant role in promoting both hedonic and psychological well-being. Furthermore, they have also beneficial effects on negative symptoms and are well accepted by clients. Integrating digital technologies in the practice of positive psychology may represent a promising modern venue for positive psychological interventions.

A1 Exploring the benefits and acceptance of blended positive psychotherapy as an adjunctive treatment for clients with residual depressive symptoms: a mixed-method study.

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Background: More than half of clients who receive treatment for depression report residual symptoms afterwards. An innovative treatment to improve further recovery is blended positive psychotherapy. A blended positive psychotherapy intervention was developed comprising nine face-to-face sessions and a digital positive psychology application with six modules. *Aims:* This mixed-method pilot study aimed to assess the potential mental health benefits and acceptability of the intervention for clients with residual depressive symptoms. *Methods:* Twenty-four participants enrolled in the study. Twenty-one of them completed self-report questionnaires pre-intervention, fourteen filled out questionnaires mid-intervention and eight participants post-intervention. In-depth postintervention interviews were conducted with fifteen participants to examine clients' acceptance of the treatment. Qualitative analyses were conducted based on Sekhon's theoretical framework of acceptability. *Results:* Linear mixed effect model analyses showed changes over time on almost all mental health indicators including mental well-being (MHC-SF; H' grm =1.58), depression (PHQ-9; H' grm =1.43) and personal recovery (QPR; H' grm =1.96). Most of the interviewed participants considered blended positive psychotherapy a valuable adjunctive treatment. It connected well with their wish to become more positive in their daily life, without ignoring difficult experiences. For some participants shifting towards a positive treatment approach was difficult, resulting in early dropout. *Conclusion:* The study provides preliminary evidence for the mental health benefits and acceptance of

blended positive psychotherapy as adjunctive therapy for clients with residual depressive symptoms. For about one-third of the participants, positive psychotherapy did not meet expectations or needs. The results suggest that clients with lower levels of well-being benefit less from blended positive psychotherapy. Various improvements on the digital application are warranted to improve adherence.

A2 From selflessness to happiness: a virtual reality experience

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Background: Across diverse contemplative traditions, it is posited that the concept of ego lacks inherent and permanent existence, with the misperception of its nature identified as the foundational cause of suffering. Consequently, promoting selflessness is believed to significantly enhance psychological well-being. Within this framework, with Virtual Reality (VR) emerging as a potent tool for crafting new perceptual environments, it has been developed a VR environment to diminish conventional self-boundaries and induce selflessness states (SLN). Aims: This study aims to test the efficacy of VR to create a selfless experience, and analyze its impact on positive emotions.

Method: A repeated measures experimental study was carried out. Participants (N=34) were recruited from the general population and voluntarily participated in the research. To assess the impact of the SLN-VR experience on the levels of selflessness and positive emotions, participants completed a series of questionnaires and pictographic measures before and after.

Results: Results suggest that the SLN-VR experience induces a selfless state, as the majority of participants report an increase in dimensions such as fusion with others, dissolution of bodily boundaries, reduction of self-referentiality, expansion of self-perception, or Kama Muta (an emotion described as being moved or emotionally touched by the other). Furthermore, the experience reduces negative emotions ($p < 0,001$; $\eta^2 = 0,398$) and increases positive emotions ($p = 0,027$; $\eta^2 = 0,139$), particularly warmth-related emotions ($p = 0,002$; $\eta^2 = 0,255$).

Conclusion: This study demonstrates the efficacy of Virtual Reality in cultivating selflessness states and elucidates its relation with diverse emotional dimensions. This innovative approach is promising for studying the complexity of selflessness.

A3 Promoting positive mental health in college Students with virtual reality: A Pilot Study

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²Department of Life Quality Studies, University of Bologna, Italien

Background: Virtual reality (VR) recreates virtual scenario that closely resemble reality, allowing users to immerse themselves and interact as they would in the real world. Most of VR interventions, so far, were focused on the treatment of specific psychiatric conditions (anxiety, panic, OCD, etc.), rather than on the promotion of personal well-being. Aims: This pilot investigation aimed to assess the effectiveness of a newly developed virtual reality (VR) software H.O.M.E (How to Observe and Modify Emotion) in treating psychological distress and promoting psychological wellbeing among college students requesting psychological support at the University counselling center.

Methods: A first cohort of 11 college students (mean age= 22.6; SD=1.8; ; F= 10) participated in a six-session intervention involving individual counselling and VR experiences using H.O.M.E. Measures of anxiety, depression and psychological well-being were taken before and after the treatment. Wilcoxon non parametric tests were used in order to compare the mean score before and after the intervention.

Results: Following the intervention, there was a significant reduction in negative symptoms, as evidenced by lower scores ($z = -2.3$; $p < .05$) on the Depression Anxiety Stress Scales (DASS) and psychological well-being significantly improved ($z = -2$, $p < .05$), as measured by the Mental Health Continuum (MHC) total score.

Conclusion: These preliminary results shows that H.O.M.E effectively reduces negative symptoms and boosts psychological well-being among participants. These findings highlight the significant potential of this digital intervention, not only for addressing psychological distress but also for promoting personal resources and wellbeing.

A4 “‘Being Immersed in Aesthetic Emotions’: Exploring Positive Experiences through Immersive vs. Non- Immersive VR in Aesthetic Emotions Elicitation”

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Background: Virtual Reality has the potential to revolutionize both the production and consumption of art, offering unique emotional and aesthetic experiences through an enhanced sense of presence. While numerous studies have delved into the cognitive implications of virtual environments in artistic contexts, there remains a limited empirical understanding of how immersion, sense of presence, and engagement in VR might elicit positive emotional responses, compared to their traditional 2D reproductions, and potentially more conducive to psychological wellbeing, in line with the Positive Psychology framework. Aims: This study explores the user experience of an innovative immersive aesthetic format for conventional 2D paintings, transforming them into 360° spherical representations enriched with narratives and music. The primary aim is to evaluate the role of immersion and sense of presence in promoting aesthetic emotions, focusing on aim is to evaluate the role of immersion and sense of presence in promoting aesthetic emotions, focusing on aesthetic appreciation and emotional responses.

Method: Employing a within-subject design, participants were exposed in a counterbalanced order to a set of paintings in a highly immersive 360° environment (immersive condition) and the same set displayed on a standard 2D virtual screen (non-immersive condition). Aesthetic emotions were assessed using the AESTHEMOS scale, featuring 21 subscales encompassing prototypical aesthetic emotions, epistemic emotions, and amusement-related emotions. Additional measures included immersion, sense of presence, engagement, perceived novelty of the stimuli, and self-report questionnaires on broader engagement with arts and humanities, disposition to experience positive emotions, and general aesthetic interest.

Results: Preliminary findings indicate that artworks in the immersive condition were perceived as more aesthetically pleasing and emotionally engaging compared to their 2D counterparts. Furthermore, immersion, sense of presence, and engagement showed positive correlations with higher aesthetic appreciation of the stimuli.

Conclusion: The study underscores the potential of VR in enhancing aesthetic experiences, suggesting that immersive digital technologies can significantly enhance emotional and aesthetic engagement with artworks. These findings open new avenues for the implementation of innovative positive interventions in the realm of digital arts, leveraging VR and other digital technologies to enrich the audience's artistic experience.

Introducing Wellbeing Systems Science (WSS) - Imagining, Building and Contributing to a Globally Inclusive, Ecologically Healthy Future

As the world grapples with systemic dysfunction against a backdrop of global, technology dominated complexity, Positive Psychology (PP) has amassed an impressive body of research, methods and skills that intend to make a tangible impact on the wellbeing of people across the planet. The stated mission and purpose of the International Positive Psychology Association (IPPA) – to promote, facilitate, and share the science of positive psychology around the world, is alive and well. However, despite what we espouse, our field is fragmented and clings to 'start up' paradigms embedded in individualism, positivity and a WEIRD (Western, Educated, Industrialized, Rich, and Democratic) worldview.

The United Nations Sustainable Development Goals (SDG), adopted by all United Nations Member States in 2015, is a highly ambitious, "shared blueprint for peace and prosperity for people and the planet, now and into the future" (United Nations, 2024). In a similar vein, we introduce Wellbeing Systems Science (WSS), a transdisciplinary field that collectively works towards, societal and planetary wellbeing now and into the future. A concerted commitment to fostering research and applications that build an enabling environment for the wellbeing of the entire ecosystem.

This symposium session will bring together four different parts of the system: an academic (Antonella Delle Fave PhD., Milan, Italy), a pracademic (Viivi Penttinen, Helsinki, Finland), a policy advisor (Diane Bowles, Sydney, Australia) and a wellbeing science practitioner (Lisa Barker, Melbourne, Australia). Each will share their perspective on how to imagine and design a new, overarching field (WSS), realising a globally inclusive future with societal and planetary wellbeing as the core intent.

A1 Breaking Down System Boundaries in Wellbeing - moving to a transdisciplinary collaboration to focus on wellbeing for people and planet

Bowles Diane¹

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Over the course of several years, positive psychology (PP) has undergone a shift towards a more comprehensive systems approach, sparking discussions and research. There is a growing consensus that this is necessary, with academics Lomas (2015,2021), Kern (2020,2021), Wissing (2022), and Mead (2021) laying the groundwork for this transition. In various disciplines, notably, economics, politics, health, communities, and finance, there is a collective movement towards establishing a world that prioritises the wellbeing of both people and the planet. The Wellbeing Economy Alliance (WEALL) is a movement that brings together different actors across all levels of systems to deliver quality of life and flourishing for people in harmony with the environment. However, there is limited collaboration with these groups and the field of positive psychology. Even in the realm of PP, there are streams that encourage siloed work and specialisation. It is vital to promptly foster collaboration, establish new relationships, and blur disciplinary boundaries to advance innovative paradigms and broaden perspectives. Bronfenbrenner's ecological systems theory emerges as a structured approach to map the current system while exploring examples of interdisciplinary collaboration, including the UN's successful use of Appreciative Inquiry leading to The Global Compact, which offers crucial insights. After completing the mapping of the system, the objective is to create a comprehensive strategy using Appreciative Inquiry or other generative methods involving key stakeholders. This effort is aimed at cultivating a transdisciplinary collaboration and perhaps a coalition that can address the goal of promoting wellbeing for both people and the planet. General category-Positive psychology Theory/Basic Research Congress Track - Global Challenges Congress Theme - Other Presentation Type - Individual Presentation as part of a Symposium

A2 Cultural worldviews and the science of well-being: A necessary dialogue

De Fave Antonella¹

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Scientific progress is usually conceived as a globally and unanimously interpreted process. Little attention is however paid to worldviews, culturally shaped assumptions that substantially inform the interpretation of reality and human behavior, with its drivers and consequences. International efforts are made to reach the broadest possible consensus around the problems humankind and the planet ecosystem are currently facing, as exemplified by the identification of the UN Sustainable Development Goals. However, any discipline aiming at well-being promotion, including positive psychology, must be humble enough to broaden its intrinsically western understanding of what is good and desirable by listening to other worldviews. Simply collecting data through quantitative instruments in remote environments or understudied populations is not enough, as these measures are grounded in a scientific western worldview. Any finding gets interpreted from a perspective in which development is represented as a linear progress towards the better. The problem is above all epistemological: we are not living in a single, global system, as often assumed and described. As cultural animals, humans have built multiple systems, each embedding a specific bio-psycho-social worldview informing values and representations of reality. The current challenge for well-being promotion today is to build bridges between cultural systems, acknowledge their specificities, and attempt to compose them into a mosaic, rather subsuming them under a single, inevitably biased framework. This attempt however implies honest dialogue on core ontological assumptions, in order to design a globally shared well-being horizon. General Category: Positive Psychology: Theory/Basic Research Congress Track: Global Challenges Congress Theme: Methodology Presentation Type: Individual presentation as part of a Symposium

A3 Finland - Eudaimonia of the North? Unravelling the Blueprint for a Good Society Through Societal, Cultural, and Psychological Lenses

Penttinen Viivi¹

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This abstract explores societal, cultural, and psychological perspectives to understand the blueprint of a Good Society (GS), with a particular focus on Finland, ranked as the "Happiest Nation" for the 6th time by the Gallup World Poll (GWP). The discussion is founded on understanding Nordic exceptionalism as defined by Martela et al. (2020) and in

the advancements of the third wave of positive psychology (PP), proposing a shift towards a more complex, holistic, and inclusive approach with a broader spectrum of societal, cultural, and environmental perspectives addressed. The presentation focuses on the concept of societal well-being and argues for expanding the scope of PP to encompass the broader collective well-being of societies and an eco-social policy perspective proposed by Helne & Hirvilammi (2014). It emphasizes the role of virtues in creating a sustainable global future for the planet. The methodology combines theoretical analysis with empirical research. A key innovation introduced is the 'Good Society Scale,' developed by the author to measure societal virtues. This scale is complemented by a comprehensive analysis of Finland's societal well-being. The Finnish case exemplifies progress towards a harmonious, equitable society characterised by high life satisfaction, well-functioning liberal democracy and stable institutions. The presentation posits that the key to understanding societal well-being lies in understanding and fostering societal virtues. The inclusion of a discussion on societal wellbeing is vital for tackling global challenges and promoting a more inclusive, just, and sustainable life for everyone on the planet. General Category: Positive Psychology: Theory / Basic Research Congress Track: Society Congress Theme: Other: societal well-being and planetary wellbeing Presentation Type: Individual presentation as part of a Symposium

A4 In Right Relationship - Exploring Systems to Co-create Lasting and Sustainable Wellbeing

Barker Lisa¹

¹ Founding Director – Heliotropia – Melbourne, Australien

All multicellular lifeforms on Earth share some binding principles including sentience and the heliotropic effect. Our quest to survive requires us to tend towards life giving behaviours and to actively avoid behaviours that detract from life. As energy seekers in complex relationship with everything else, organisms who collectively harness and capitalise on life giving energy within their environment tend strongly towards realising transformational change. Relationship is at the heart of Wellbeing. When we consciously consider, explore and experiment with how to be 'in right relationship' with ourselves, with others and with our planet, optimal wellbeing outcomes, rather than overwhelm and/or stagnation, or worse, denial and destruction, can be realised. A successful self-organising system senses and adapts to changes and creates new ones, relying on feedback, reflection and action. It is dynamic and responsive, establishing patterns of being and doing, thinking and behaving that consistently move all integrated parts in a heliotropic direction. The capability of a system is culture and context dependent. Optimising the whole system makes wellbeing more likely for the individuals within it. This presentation focuses on the field of Positive Psychology reimagining and redesigning itself through an ecocentric, nature informed systems lens. It asks: how can we, as a passionate field of researchers and practitioners, collectively sense and then actualise system wide relationship-based innovations so that when the world is faced with dynamic and challenging situations, the global community can cohere and move as a whole towards optimal outcomes for all?

Investigating the Role of Meaning in Arts Experiences

Engagement with the arts has long been upheld as a beneficial practice: contributing to individuals' wellbeing, opening people's minds to other experiences, enhancing social connection and understanding. Recent work suggests that these effects are not only driven by the extent of our pleasure derived from engagements with art, but also by the meaningfulness of one's experience. In this symposium, we will explore this role of meaning in shaping the value and impact of arts engagement. First, Stephanie Miller will discuss varieties of art experiences with differing capacities to enhance wellbeing and initiate personal growth, highlighting meaning as a distinguishing feature of multi-benefit experiences. Then Theresa Demmer will present a fNIRS study which, following on from the previous presentation, aims to further distinguish feel-good and personally transformative experiences at the neural level. Taking a different perspective, Christina Makri will explore meaninglessness, more specifically the value of being comfortable with ambiguity in abstract art, as it relates to death anxiety. Finally, Paula Angermair will introduce a new research initiative examining the benefits of creative, arts-based activities for patients with Parkinson's Disease, and explore the role that finding meaning plays in fostering these benefits. This session will be chaired by James Pawelski (University of Pennsylvania), who will briefly frame this work within the fields of positive psychology and the positive humanities and serve as moderator for questions and further discussion of the value of meaning in arts engagement.

A1 Finding creativity, (re)defining oneself: Improving Parkinson's disease patients' wellbeing via meaningful, creative arts-based interventions

Angermair Paula¹

¹ University of Vienna, Österreich

The number of people affected with Parkinson's disease (PD) is increasing rapidly, as is the need to better understand, quickly diagnose, and innovatively address the disorder and related symptoms. Intriguingly, a growing body of research has identified a connection between PD, dopaminergic therapy, and a surge in artistic creativity. After starting pharmacological treatment, PD patients often report an increased urge to create, a spike in creative thought and production, as well as changes in artistic style. Such new-found creativity might represent a potential "silver lining" for people with PD, providing personal benefits and a meaningful tool in therapeutic interventions and community building. This finding also offers a unique opportunity to gain insight into the neurobiological foundations of the creative brain. Using transdisciplinary approaches targeted at PD patients and healthy controls, we hope to gain a better understanding of the link between neurological changes in PD and art-making. In this talk, we will introduce our research project "Unlocking the Muse", a collaborative initiative between the University of Vienna and Radboud UMC. We will present an overview of our current studies - including epidemiological surveys and art-based therapy for PD patients, as well as pharmacological interventions and ultrasound stimulation in healthy controls. Our discussion will focus on how our findings contribute to enhancing the well-being and self-perception of people with PD through art, setting the stage for novel, imaginative approaches to managing PD.

A2 Finding meaning in our mortality through 'meaningless' encounters with abstract art

Makri Christina¹

¹ University of Vienna, Österreich

An essential characteristic, and fundamental motivation, of the human species is our need for meaning. Terror Management Theory suggests that people reject stimuli that they consider meaningless because it triggers their death anxiety (Kesebir & Pyszczynski, 2014). This dislike for meaninglessness also seems to be the driving force behind the general

public's distaste for abstract art (Landau et al., 2006). However, research has shown that artists and art experts oftentimes display a preference for ambiguity and abstraction (Landau et al., 2006). As shown by Furnham & Walker (2001), even individuals who are not formal artists, but who have art training, as well as people who frequently visit museums and art galleries are also more likely to appreciate and, even prefer, abstract art compared to real-world content. Could this preference for ambiguity and abstraction relate to acceptance and/or comfort with meaninglessness; a trait which could consequently translate into lower death anxiety levels? Investigating this possibility is the main aim of this study. Additionally, we will investigate whether it is solely abstract art interest that could be associated with differing death anxiety levels or if other factors could also be significant (e.g., art practice, art knowledge). Through examination of these potential relationships amongst meaning, death anxiety and (abstract) art, we will explore the importance of meaning in our daily life and in our preferences, while evidence from this study will also be used towards the development of art-based interventions aiming to reduce the death anxiety levels of highly death-anxious individuals.

A3 Meaning makes the difference: distinguishing art-experiences in the brain

Demmer Theresa¹

¹University of Vienna, Österreich

Engaging with diverse arts and culture has proven benefits for mental health, and empirical aesthetics research has broadened its focus to revealing art's role for wellbeing. To better understand impacts through art, a recent museum study, introduced in the previous talk, investigated a link between wellbeing, personal growth and art viewing. They identified distinct art-experience types, including a low-arousal positive, harmonious experience and a highly positive, personally transformative experience that were differentially linked to reports of increased wellbeing and self-adjustment. One factor for being assigned to the first or latter seemed to be meaningfulness, which across participants was significantly correlated with reported self-change. Looking within experience-types, this relationship remained significant for the positive-transformative group, but the harmonious group showed no correlation between meaningfulness and self-change. To better understand the described experience types and their impact, this study combined a novel behavioral measure – developed drawing from the prior large-scale museum study, with mobile brain imaging, specifically functional near-infrared spectroscopy (fNIRS). In the museum setting at the Albertina Museum in Vienna, participants engaged in an art-viewing task while their cortical activity was assessed. Subsequently, they were asked about their emotional/phenomenal experience (used for the assignment to one of the experience types). They were also asked to report measures of self-relevance and the subjective impact of the experience. By linking cortical activity to felt-experience and perceived impact, we aim to further unravel the complex dynamics and factors of art engagement and their potential impact on fostering individual wellbeing and personal growth.

A4 Meaning makes the difference: distinguishing art-experiences that make you feel better from those that also make you a better person

Miller Stephanie¹

¹University of Vienna, Österreich

Research in empirical aesthetics has long focused on evaluative and perceptual judgements of artworks, from liking and pleasure to beauty and complexity. In recent years and in response to global social and political changes, there has been growing emphasis on larger-scale impacts of arts engagement, including health and wellbeing, and personal growth and societal transformation. Engagement with the arts, particularly highly meaningful engagement, has by now been well established to decrease stress and anxiety, while improving feelings of positive mood. Empirical data on art and social change is still limited, but early studies lend support to the proposition that personal growth necessitates discomfort and responsive self-adjustment, which may disrupt wellbeing effects. In a new largescale museum study, we take a preliminary look at the co-occurrence of positive wellbeing and personal growth in response to art viewing. The study firstly aimed to identify and characterize supraordinate varieties of art-experience (based on self-reports of emotional-phenomenal states felt while viewing an artwork) and examine the differing judgements and impacts of each. Several distinct Experience Types were identified, including a low-arousal positive, harmonious experience and a challenging but transformative experience, which were associated with ratings of increased wellbeing or positive self-adjustment, respectively. To our surprise, a third Experience Type presented as both highly positive and personally transformative, in both the phenomenal profile and reports of wellbeing and selfadjustment. In this presentation, we will delve further into this positive-transformative type of art experience and explore the proposed role of meaning in driving this experience.

Listening to Our Stakeholders: Master of Applied Positive Psychology (MAPP) Programs Around the World

Following the launch of the very first Master of Applied Positive Psychology (MAPP) programmes at the University of Pennsylvania (USA) and then the University of East London (UK), there has been growing interest in the study of positive psychology at the university level. Today, there are over 20 programmes globally that teach positive psychology at postgraduate level. The structure of these programmes is varied, but they have as their heart a deep introduction to positive psychology research and careful preparation for professional practice in the field. This session, conceived as an opportunity for programme leaders to interact with a wide range of stakeholders (students, academics, policy-makers, positive psychology practitioners, executive coaches, and others) will bring together directors from a number of MAPP programmes to discuss the future of these programmes with members of the audience. There will be opportunities to consider changes in the field of positive psychology (e.g., results of new research) and in the world (e.g., artificial intelligence, climate change, global conflicts), and what impact these changes might have on MAPP programmes.

A1 Symposium Co-Chair

Pawelski James¹

¹University of Pennsylvania, Vereinigte Staaten

James Pawelski will serve as co-chair, helping to lead the discussion during this session.

A2 Symposium Co-Chair

Van Nieuwerburgh Christian¹

¹RCSI University of Medicine and Health Sciences, Irland

Christian van Nieuwerburgh will serve as co-chair, helping to lead the discussion during this session.

Mapping Human Flourishing Across Cultures

Human beings seek to flourish, that is, to become our best version, or according to the Oxford Dictionary, „to grow well; to be healthy and happy“ in an optimal way. The concept of Human Flourishing has captivated philosophical thought for millennia. More recently, diverse scientific disciplines have delved into this concept, adding depth, coherence, and measurability. However, it's crucial to acknowledge that the understanding and dissemination of the term „human flourishing“ have predominantly originated from Western paradigms, posing a dual challenge. Firstly, there's a linguistic-semantic mismatch when translating the notion of human flourishing and its associated concepts. Secondly, a cultural bias is evident when the majority of studies and measurements concerning human flourishing derive from WEIRD (Western, Educated, Industrialized, Rich, and Democratic) countries. While acknowledging the significant strides made in comprehending the factors enabling human flourishing, there exists a pressing need to redirect attention and reconsider research conducted in other parts of the world, taking into account local interpretations of fundamental concepts like well-being, human development, and happiness. Thanks to funding from the Templeton World Charity Foundation, we present preliminary results of a Human Flourishing mapping of three different regions of the world.

A1 Challenges and Benefits of Setting up a Human Flourishing Hub in Southeast Asia and the Arab Region

Silan Miguel¹

¹AnneCy Behavioral Science Lab, Large-scale networks such as the Templeton World Charity

Foundation's prospective Collaborative Research Hubs offer the potential to overcome issues that arise from the WEIRD (Western, Educated, Industrialized, Rich, and Democratic) landscape of social science research. However, setting up Hubs in the Global South, such as in Southeast Asia and the Arab Region, presents distinctive challenges and opportunities. For example, Southeast Asia has developed a strong emic/indigenous discipline that incorporates local cultural frameworks in understanding, intervening, and providing meaning to human problems. Meanwhile, the Arab Region continues to provide exciting, novel research on various topics related to human flourishing despite severe research resource constraints. The session will present results from the landscaping review of 5 countries in Southeast Asia (Philippines, Indonesia, Malaysia, Thailand and Singapore), and 5 countries in the Arab Region (Lebanon, Algeria, Morocco, Egypt and Saudi Arabia) focusing on 5 disciplines: Psychology, Sociology, Anthropology, Economics and Religious Studies. The results of systematic reviews of top journals, top universities and funders will be presented, as well as results from key informant interviews and a scoping survey. Despite the challenges of conducting research in the regions, Southeast Asia and the Arab Region hold the promise for unique and consequential methodological, conceptual and axiological contributions to understanding human flourishing.

A2 Emerging insights on the complex web of concepts, disciplines and research landscape on human flourishing in South Asia and Africa

Sinha Moitreyee¹, Tomlinson Mark¹

¹ cities

RISE, Human flourishing is a broad concept that can mean very different things, including the spiritual dimensions of human life, thereby offering the opportunity to link new science to indigenous and ancient areas of wisdom. In the approach we are taking to a landscape review of human flourishing research in South Asia and Africa, we are orienting toward transdisciplinary science, staying alert toward opportunities to transcend usual disciplinary boundaries. Given the centrality of spirituality and religion to human flourishing, we think it is important to approach this work from perspectives that are rooted in knowledge and experience in concepts from the regions rather than imposing an existing framing of human flourishing derived from western experience or academic research. We will share initial results and process learnings from the landscape review.

A3 Human Flourishing in Latin America: the order of factors does alter the outcome.

Tames Enrique¹, Hernández Alberto¹

¹ Tecnológico de Monterrey, Mexico

Human flourishing is not a commonly used concept in Latin America. Most people in the region think of plants and only plants when they hear the term "flourishing". This does not mean that the idea of flourishing applied to the human, understood as human thriving, is not something meaningful for Latin-Americans. Considering the above, we have carried out a mapping, through bibliometric and data mining tools, not only to locate the research that has been done on Human Flourishing, but also to highlight research on concepts related to Human Flourishing, without naming it so. The mapping has been conducted in several languages. Our research is based on 4 countries: Brazil, Chile, Colombia, and Mexico, but has implications for the entire region. Focusing on locally produced research helped us understand similarities and differences with respect to WEIRD countries' ideas of Human Flourishing. Our first stage of research, is leading us to propose an idea of human flourishing closer to the dimensions of the community and the systemic well-being of the natural environment, rather than individual happiness. Local concepts such as "buen-vivir", "sumak-kawsay", "suma-quamaña", or "abya yala", give richness, variety and regional identity to the concept of human flourishing.

Mindfulness-Based Strengths Practice for Education

Mindfulness-Based Strengths Practice (MBSP) has emerged as a successful intervention programme that combines two of the strongest fields of positive psychology – mindfulness meditation and character strengths work – into one manualised programme. In its standard format it runs over eight weeks. Over the last ten years its uptake has increased significantly, and it is estimated that MBSP practitioners are applying it in more than 50 countries. Evidence shows that it can be successful in a range of contexts, including the workplace and education. This symposium will particularly focus on the application of MBSP in education. It features presenters from three countries, who will outline the implementation of MBSP in three specific educational contexts: an adapted school-based intervention for adolescents, a large-scale implementation across a whole, multi-campus university, and as a programme integrated into the core curriculum of a Masters programme in Positive Psychology. In addition to considering specifics of the different implementation contexts, the presenters will also discuss their empirical findings regarding the effects of the programmes.

A1 MBSP as experiential backbone within a Masters programme: Insights from five years

Malinowski Peter¹

¹Liverpool John Moores University, School of Psychology, Vereinigtes Königreich

Background: In 2019, Liverpool John Moores University (UK) established its new Masters course in Positive Psychology and Wellbeing. Mindfulness meditation and character strengths use were implemented as the experiential backbone of the course, combined in a 13-week adaptation of the structured mindfulness-based strengths practice (MBSP) programme. Students on the course not only participate in the MBSP programme, but also learn about its conceptual and empirical underpinnings, practice guiding MBSP exercises and engage in deep personal and professional reflective practice. *Aims:* The aim of this presentation is to discuss how the MBSP-programme can be effectively implemented in the context of a postgraduate programme, reflecting on the experience as tutor and, centrally, on the student experience. *Method:* At the end of each MBSP course students filled in an experience survey consisting of structured questions as well as free text answers. So far, three student cohorts completed the course while the fourth cohort is currently actively engaged in it.

Results: Within all three cohorts, students responded very positively to the programme, indicating that their wellbeing increased, their ability to manage stress improved and their capacity to deal with problems grew. Furthermore, students were particularly struck by the speed of improvements, highlighted the positive effects on relationships, valued the emphasis of positive personality characteristics and recognized the positive effects of regular mindfulness practice.

Conclusion: The experience with delivering the MBSP programme shows that it can successfully be integrated into a taught postgraduate programme where it brings significant intra- and interpersonal benefits to students.

A2 MBSP as large-scale practice at a major university

Okamoto Masaya¹

¹Integral Wellbeing Institute, Tecmilenio University, Mexico

Background: Current work explores six years of implementing the Mindfulness-Based Strengths Practice (MBSP) programme at Tecmilenio University, where more than 40,000 high school, 50,000 undergraduate, and 40,000 postgraduate students took part in MBSP and/or MBSP-related interventions. MBSP has been offered to students since 2018 by professors and teachers of Tecmilenio University and High School previously trained in a structured train-the-trainer programme. So far, 1,200 instructors were trained through a hybrid online programme where they experienced the complete MBSP course and received extensive training to be instructors of MBSP with continuous supervision and feedback processes. *Aims:* The presentation will discuss the implementation of MBSP within this large community and consider our latest empirical *Results:*

Method: Quantitative and qualitative pilot data were collected to investigate the specific effects of MBSP on stress, mindfulness, and wellbeing. *Results and Conclusions:* Both the eight-week MBSP course and a five-minute guided meditation classroom intervention reduced stress among students, but only MBSP increased mindfulness. This suggests that the guided meditation practice might be sufficient to reduce stress, but not to increase mindfulness, whereas the MBSP appears to reduce stress and increase mindfulness. Further analyses showed that MBSP increases life satisfaction as well as wellbeing (PERMA), especially positive relationships and meaning. Qualitative data point to an increased awareness and use of character strengths, regular practice of mindfulness, and improved problem management. It also showed some intriguing insights regarding common obstacles of mindfulness practices and about some activities of MBSP that are particularly popular.

A3 MBSP as school-based intervention to support the wellbeing of adolescents

Peeters Sanne¹

¹Department of Lifespan Psychology, Faculty of Psychology, Open University, Heerlen, The Netherlands, Niederlande

Background: School-based positive psychology interventions (SPPIs) might support adolescents' development and mental health since it has been shown that SPPIs improve the developmental trajectory of young people and prevent future difficulties by teaching skills that encourage positive self-perceptions, positive emotions, and positive behaviors.

Aim: This study investigated the efficacy of a school-based intervention (8 sessions of 45 min) based on mindfulness and character strengths use (i.e., "Think Happy-Be Happy").

Method: A quasi-experimental study, including assessments at baseline, post-intervention (i.e., one week after the intervention), and follow-up (i.e., six months after the intervention) was performed.

Results: Results at post-intervention revealed that adolescents who participated in all intervention sessions experienced significantly increased well-being (i.e., emotional, psychological, and social well-being) and decreased hyperactivity/inattention symptoms and peer-related problems compared to adolescents who did not participate in the intervention. The "intention to treat" analyses showed that adolescents who started the intervention, regardless of the number of sessions they attended, experienced significantly decreased hyperactivity/inattention symptoms compared to adolescents who did not participate in the intervention. However, significant outcomes were not maintained at follow-up.

Conclusion: Nevertheless, this study demonstrates that integrating mindfulness with strengths use in school-based interventions might have the potential to promote the mental health of adolescents in terms of both increased wellbeing and reduced psychological problems.

New Thinking on Psychological Health: Find Purpose and Meaning in Life

Purpose and meaning in life are now vibrant topics in multiple domains of science and practice. A wide array of questions have been asked about these aspects of psychological well-being. For example, from whence do they come? What are early-life influences on the emergence of meaning and purpose? How are these qualities cultivated over time? How do contexts like family life matter with regards to meaning and purpose? Do encounters with nature contribute to these aspects of well-being? What are the socio-cultural angles on these topics? This symposium brings together a selection of presentations building on a recently published special issue that explores the topic of meaning and purpose in life and its connection to psychological health. We will look at early influences that shape beliefs such as rigid interpersonal schemas and how they can compromise adult meaning and purpose. Educational interventions that are designed to promote multiple aspects of eudaimonic well-being in elementary and high school students. How the natural environment can be a context wherein humans find coherence, significance, and purpose. As well as a set of community-based, context-sensitive and socially responsible interventions designed to be applicable to everyday life. Taken together, we believe that these papers reflect and reinforce the importance of collaboration between researchers and practitioners in an aim to create a more just, fair, and sustainable world.

Subcat: Health Theme: Meaning Andrew Soren Andrew Soren Eudaimonic by Design 996 Bellevue Ave., Halifax, NS. B3H 3L7, Canada andrew.soren@eudaimonicbydesign.com +1(416)986-5455 www.eubd.ca

A1 Building Bridges, Forging New Frontiers: Meaning-Making in Action

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Background: Recent years have witnessed a growing sophistication in assessing meaning in life (MIL) and new conceptualizations regarding its place within general models of well-being and coping. As part of this surge in research, increased attention has been given to the understanding, assessment, and practice of MIL in numerous arenas and contexts. However, despite these advancements, further knowledge is needed to explore the application of meaning interventions across more diverse contexts and non-clinical populations in the general community. Aims: Expand the existing knowledge on meaning-oriented interventions beyond clinical or targeted populations, by introducing a Community-Based Initiative that includes context-sensitive interventions applicable to the general society's everyday life.

Method: Integrate insights from case examples to suggest more context-sensitive meaning-oriented interventions that are applicable to everyday life in general society on multiple fronts: (1) Socratic Questions in the Public Sphere; (2) the Tribe Intergenerational Life Stories Project; (3) Literature, Arts, and Museums as Meaning-Making Sites; and (4) Education for Meaning. Conclusions: This presentation offers a perspective and foundation that may allow practitioners, policymakers, and researchers to continue the discussion on how we can bridge the gap between accumulating theoretical and empirical knowledge on meaning in life and meeting real-life needs in the community and society. Overall, it aims to highlight the significance of considering the social power of meaning, which includes but extends beyond cultural and subcultural differences in the way individuals interpret and experience meaning in life.

A2 Improving Purpose in Life in Students and Youth

Ruini Chiara ¹, Vescovelli Francesca ¹, Li Pira Giorgio ²

¹ Department of Life quality Studies, University of Bologna, Italien

² Department of Psychology, University of Bologna, Italien

Background: Few studies have examined purpose in life in younger generations and verified if it is amenable to improvements following a well-being promoting intervention. Aims: The aim of the present investigation is to explore predictors of purpose in life in youth and to test if it can be ameliorated after school-based well-being interventions. Methods: A total of 654 students were recruited in various schools and in one university in Northern Italy. 614 of them belonged to elementary, junior high and high schools and were randomized to receive a well-being promoting intervention or a psycho-educative intervention (controls). Forty college students were assigned to a well-being promoting intervention that was delivered within the course of Positive Psychology. All students were assessed pre and post- intervention using Ryff's scales of eudaimonic well-being (short version) and with other self-report measures of anxiety, depression and distress.

Results: In both elementary and high schools, purpose in life (PiL) after the intervention was predicted by initial depressive symptoms and by group assignment (positive interventions vs controls). In older students, PiL was predicted also by female gender and anxiety, while in college students PiL was significantly improved after the intervention, more than other dimensions of PWB. Conclusions: PiL has an important and strategic role in developmental settings, where students can build skills and capacities to set their meaningful goals in life. Depressive symptoms and anxiety can be obstacles to developing PiL in students, while positive school-based interventions can promote this core dimension of eudaimonia.

A3 Meanings That Harm Mental Health: Preadolescent Coping Schemas That Prove Dysfunctional in Adult Relationships

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¹ School of Psychology, University of Queensland, Australien

² Research Centre on Cognition and Learning (CeRCA), Frankreich

Background: Much research uses self-rated global meaning in life. Instead, we look at how specific meanings can affect mental health. The preadolescent (Freudian "latency") stage is often decisive for interpersonal development. Aims: This study sought to illuminate how preadolescents sometimes cope with difficult social environments by forming schemas of how to deal with people. Despite being helpful at the time, these schemas carry over into adult social life and can damage or poison adult relationships. *Method:* Three in-depth case histories from clinical practice are recounted and analyzed. All were treated for anxiety or depression. *Results:* A boy learned to cope by withdrawing socially and excelling at schoolwork. A girl learned to always sacrifice herself to benefit others. Another girl coped by distrusting others and becoming assertively independent. These facilitated coping and even brought some beneficial skills. But adult relationships were difficult and unsatisfying.

Conclusion: A main way that meaning influences mental health is by forming interpersonal schemas that specify what to expect from others and how to treat them. Many of these schemas form during preadolescence and help people cope with difficult family or social environments. Adults often fail to realize that their anxiety or depression is linked to problems in adult social relationships caused by their own preadolescent coping schemas.

A4 The Beyond-Human Natural World: Providing Meaning and Making Meaning

Passmore Holli-Anne¹

¹Department of Psychology, Concordia University of Edmonton, Kanada

Background: Throughout history, humans have turned to nature when searching for meaning. Although much attention has focused on how nature contributes to psychological health, most of this focus has centered on hedonic well-being. Relatively little attention has centered on examining links between relating to nature and meaning in life. Aims: This presentation aims to make the case that our connection with the natural world provides us with meaning and is a pathway for making meaning in our lives.

Method: A review of results and insights from an array of empirical studies and theoretical literature examining links between affiliating with the natural world and resultant meaning in life was conducted.

Results: Findings, grounded in various theoretical perspectives, strongly suggest that connecting with nature helps provide meaning by addressing our need to find coherence, significance/mattering, and purpose (the three aspects comprising the tripartite model of meaning life), in addition to enhancing our experiential appreciation for life, a fourth aspect of meaning in life recently proposed. Going beyond how nature provides us with meaning, this presentation will also consider how engaging in nature-based activities provides an avenue for many people to build meaningful lives. In closing, consideration will be given to how threats to nature are a threat to meaning in life.

Conclusion: Today, despite our mainly urban lifestyles centered around technology, we still rely on nature for life. We still rely on, and turn to, nature for meaning., regardless of our varying tendencies to view ourselves as separate from nature.

Physical activity, the alpine environment and psychosomatic medicine

Included talks (abstracts have been submitted by the presenters individually):

- Carina Bichler: Positive affective valence predicts physical activity in climbing interventions in patients with severe anxiety or posttraumatic stress disorder

- Alexander Schorb: Monitoring of mental health in athletes using the Synergetic Navigation System (SNS)

- Katharina Hüfner: Posttraumatic growth following accidents in mountain sports

Physical activity is known to have positive effects on mental health. These effects can be enhanced by performing physical activity in a natural, alpine environment. Physical activity can be used to treat symptoms of mental disorders and promote mental wellbeing. In this symposium we provide experiences on how an innovative therapy concept, climbing (psycho-)therapy, can be successfully applied in individuals with severe anxiety disorders and posttraumatic stress disorder (PTSD). We report the practical application of the Synergetic Navigation System (SNS) in real-time digital monitoring of mental health in athlete. This can not only be used to improve wellbeing but also help to prevent physical injuries. Acknowledging that accidents are inherent to every sport, including physical activity in alpine environments, we show data from a naturalistic study demonstrating that about one third of the victims of accidents in mountain sports experience posttraumatic growth. We give practical recommendations on what can be done to counteract the development of PTSD following accidents in mountain sports, in order to preserve the positive effects on mental health. Overall this symposium aims to provide up to date information linking physical activity and mental health.

A1 Monitoring of mental health in athletes using the Synergetic Navigation System (SNS)

Schorb Alexander¹

¹Medical University Salzburg, Österreich

Mental health symptoms and exposed stress in sports can manifest as sport-specific and -unspecific disorders. They can reduce performance and also increase the risk of physical injury and subsequently prolong rehabilitation. Unrecognized or inadequately treated mental health symptoms and disorders in athletes can have serious health and sometimes existential consequences. In recent years, sports psychiatry and psychotherapy have become increasingly important. An overview of specific topics in sports psychiatry and psychotherapy is provided. Interactions of mental health, stress, training, performance, and injury in sports are presented. In addition, treatments using the Synergetic Navigation System (SNS) for real-time digitized monitoring of mental health in athletes will be presented, that consider the interaction of different factors in sports.

A2 Positive affective valence predicts physical activity in climbing interventions in patients with severe anxiety or posttraumatic stress disorder

Bichler Carina¹

¹Innsbruck Medical University, Österreich

Background: Exercise programs have demonstrated anxiolytic effects in psychiatric patients. Adherence to exercise programs and subsequent long-term lifestyle change is influenced by acute affective responses during and after exercising. This research assessed acute affective valence within two different exercise modalities compared to a non-exercise control program and its effects on persisting physical activity behavior change.

Methods: Outpatients diagnosed with anxiety disorder or posttraumatic stress disorder (PTSD) were randomly allocated to one of three groups in a randomized longitudinal controlled clinical trial: climbing, nordic walking, or social contact control. Affective valence was assessed pre-, during, and post-activity. General physical activity behavior was recorded prior to participation in the program, post-program, and at follow-ups three and six months after the program.

Results: Multilevel modeling analyses revealed larger pre-post increase in affective valence in climbing compared to both the social contact and the nordic walking sessions. A larger increase in affective valence during and after the sessions was associated with higher physical activity post program. Conclusions: Climbing and conventional nordic walking sessions enhanced positive affective valence in individuals with severe anxiety or PTSD, indicating the therapeutic potential of exercise for acute emotion regulation. In accordance with theoretical models of human behavior change, the experience of a more pleasant affective state following the exercise sessions, particularly the climbing sessions, induced more persisting effects on physical activity behavior after the exercise program.

A3 Posttraumatic growth following accidents in mountain sportsHüfner Katharina¹¹ Innsbruck Medical University, Österreich

Background: The restorative effect of physical activity in natural alpine environments on mental and physical health is increasingly recognized. However, mountain sports are also linked to a risk of accidents. Aims: We aimed to characterize mental health in individuals following mountain sport accidents requiring professional medical management.

Methods: Adult victims of mountain sport accidents treated at the hospital of the Medical University of Innsbruck (Austria) completed a cross-sectional survey assessing symptoms of post-traumatic stress disorder, post-traumatic growth (PTGI) and further mental health outcomes. Clinical data were extracted from electronic health records. Machine learning algorithms were used for data modeling.

Results: Three comparably sized subsets of participants were identified: (1) the neutral mental health cluster, (2) the posttraumatic growth cluster characterized by a predominantly salutatory reaction to the accident manifested by post-traumatic growth, and (3) the PTS cluster hallmarked by symptoms of PTSD, anxiety, depression, panic disorder and somatization as well as low resilience, quality of life and sense of coherence.

Conclusion: The prediction of mental health outcomes to traumatic accidents in mountain sports remains challenging. Therefore low-threshold access to psychological or psychiatric support is key for a successful interdisciplinary management of victims of mountain sport accidents in order to preserve the overall positive effect of physical activity in an alpine environment on mental health.

Positive Education Worldwide: Exploring Diverse Cultural Perspectives and Practices

Positive Education, an emerging field combining positive psychology principles with traditional educational practices, aims to promote wellbeing among students and educators. Recognizing the need to understand the implications and effectiveness of Positive Education across diverse cultural contexts, this symposium presents studies from Austria, Hong Kong, and the United States, emphasizing the global importance and adaptability of Positive Education.

The first study showcases the effectiveness of Austria's PERMA.teach program, highlighting user ownership and emotional contagion in promoting well-being in European contexts. The second study demonstrates the significance of contextualization and local needs in Hong Kong's „Teacher First“ program, with positive changes in students' well-being. The third study investigates cultural differences in student well-being between the United States and Hong Kong, underscoring the importance of considering cultural factors when implementing Positive Education interventions across diverse contexts.

By showcasing the implementation of these programs in various cultural settings, the symposium encourages appreciation for the impact of contextualization and localization in promoting wellbeing among teachers and students. It also fosters global collaboration and knowledge exchange in the field of Positive Education, bringing together researchers, educators, and practitioners from different cultural backgrounds to discuss their experiences and findings.

In summary, this symposium highlights the value of Positive Education in promoting wellbeing across diverse cultural contexts and contributes to a broader understanding of the global significance of positive psychology. By exploring various cultural perspectives and practices, the symposium aims to inspire further research and collaboration, ultimately leading to more effective and inclusive Positive Education initiatives worldwide.

A1 East Meets West: A Cross-Cultural Investigation of Student WellbeingZhao Maggie¹¹ University of Hong Kong, Positive education aims to enhance student wellbeing by promoting various aspects of human flourishing.

The PERMA framework has been widely adopted in educational contexts worldwide, including proliferating in Asian regions such as Hong Kong. Existing literature highlights cultural differences in values, norms, and educational practices between Eastern and Western societies that may affect student wellbeing. For example, Eastern cultures focus on collectivism, interdependence, and academic achievement, while Western cultures prioritize individualism, autonomy, and personal fulfillment. Despite positive education's popularity in diverse contexts, research on cultural variations in student wellbeing remains limited. This study aimed to examine the differences in student wellbeing between various cultural groups using the PERMA framework, utilizing item response theory (IRT) and differential item functioning (DIF) analyses. Analyses were performed based on 1458 middle school students from the US and 612 middle school students from HK. IRT and DIF were applied to investigate measurement invariance and potential cultural variations in the interpretation of the wellbeing items. IRT analysis revealed satisfactory model fit for both US and HK samples. DIF analysis identified cultural variations in the interpretation of specific items related to engagement, and relationships, suggesting that cultural context may influence students' perceptions of these aspects of wellbeing. The findings highlight the importance of considering cultural factors when implementing positive education interventions and assessing student wellbeing. Future research should further explore the role of culture in shaping students' wellbeing and develop culturally sensitive measures and interventions for promoting wellbeing across different educational contexts.

A2 PERMA.teach: A study on the effectiveness of a standardized Positive Education training program in AustriaWammerl Martin¹, Lichtinger Ulrike²¹ Institute of Positive Psychology and Mental Coaching, Österreich² IU Internationale Hochschule GmbH, Deutschland

Starting with the empirical background of Positive Education (White et al., 2017), PERMA.teach, the largest Positive Education initiative in German speaking countries was born. PERMA.teach is a standardized Positive Educational program that trains teachers to integrate positive interventions based on the PERMA model (Seligman, 2011) in class and thus promote the well-being of teachers as well as students. The program included a sample of 609 data sets from 412 teachers. The data were collected from primary and middle school in 5 federal states in Austria. Schools were assigned either to be in the intervention group or in the control group (education as usual). To measure the influence of the training program on well-being, standardized questionnaires (PERMA-Profil, Satisfaction With Life) were administered at three measurement points. In addition to the quantitative survey, qualitative research was conducted using interviews. Randomized selected teachers participating in the PERMA.teach project (N=10) were interviewed using a guideline to gather information about their experience with the training and its implementation in their classrooms with the students. The aim was to find out which measures within the project could be identified as particularly effective. The results show

a clear intervention effect. Compared to the control group, the intervention group shows a significantly increased overall well-being. At the level of the building blocks of well-being teachers from the intervention group show significantly increased positive emotions and engagement. In the control group, no changes in life satisfaction and PERMA factors were found between the three measurement points. The results of the interview survey have shown what has already been evident in other studies. Positive education thrives particularly on the ownership of the users. Therefore, there is a need for a broad range of options from which everyone can make their own selection. Additionally, it was identified as crucial that emotional contagion plays a significant role, especially among the educators in the project, being highlighted as influential in their own implementation within the classrooms. In summary, the PERMA teach program can be seen as an effective training program to promote the well-being of teachers and thus the well-being of students. In addition to the intervention effects described for teachers, the program also shows similar effects for the target group of students. The intervention effects at the student level will also be presented in this session.

A3 “Teacher First” Capacity Building Programmes: Contextualizing Professional Development and School Implementation of Positive Education in Hong Kong Wong

Wing Yee Samantha¹, Li Man Ho Antony¹, Leung Chun Yin Charles¹

¹ Bei Shan Tang Foundation

Having promoted Positive Education (“PosEd”) in Hong Kong for 10 years, the Foundation had localized professional training and school-based implementation of PosEd with the “Learn, Live, Teach, Embed” approach (Hoare, Bott and Robinson, 2017). “Live It” has been recognized as a critical step for teachers to facilitate sustainable implementation of PosEd into schools. “Teacher First” emerged as a series of professional development programmes to embrace well-being and promote PosEd in the local school community. Under “Teacher First” programmes, teachers first learn the “what” and “why” of PosEd, then the “how” and “know-how” of implementing PosEd. Teachers can then opt for joining as Lab School or pursuing as PosEd Fellow to further integrate PosEd into the local school community. This study is to explore cultural features of “Teacher First” and its effectiveness in promoting student’s well-being in Hong Kong. An online survey was conducted to measure student’s well-being between Lab Schools and Comparison Schools in 2022-23. Data was collected from 1,004 and 888 students, in 8 Lab and 9 Comparison Schools respectively. Using the PERMA-Profiler (Butler & Kern, 2016), interaction effects were observed in Positive Emotion, Positive Meaning and Health. Among the Lab Schools, significant positive change on Positive Meaning was observed (+2.2%); whilst students from Comparison Schools experienced significant drops in Positive Emotion (-3.1%) and Health (-5.6%). PosEd is regarded as a powerful vehicle to nurture student’s well-being and to build internal resources that help them bounce back from adversity. Contextualization to address needs of local context will be discussed.

Positive Psychology Interventions: Towards Pragmatic, Flexible and Engaging Tools in Educational Contexts

Wellbeing skills and academic skills go hand in hand. Yes. A very large body of literature strongly suggests it. Research also points out that educators’ and children’s wellbeing is alarming. For more than ten years now, Positive Education models, research and practices are on the rise. Researchers tell us how Positive Education can ameliorate academic skills and prevent as well as promote mental health. But then: why won’t it stick? It is 2024, and we still do not have any sufficient answer to White’s 2016 question. If progresses were made, there are still many obstacles to Wellbeing skills development in educational contexts. This entails a focus on personal, social, and academic competencies. To foster lifelong learning effectively, education must adopt an active, inclusive, and engaging approach that is relevant and meaningful for. In this engaging symposium on perspectives on Positive Psychology Interventions, the researchers present applied research and methods for improved practice, tailored to the professional needs. Each presentation will use a different perspective to promote engaging education in different contexts and from the different actors.

A1 A Systematic Review of Meta-Analytic, Stand-alone, and short or Shortenable Positive Psychology Interventions: building the Toolbox Approach for Education

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This contribution presents a systematic review aiming at identifying and evaluating practical resources and strategies that can be readily applied in general settings to enhance the well-being and psychosocial skills of the general population. Through a systematic approach, a rigorous selection process of 198 initially analysed in Carr’s 2023 mega-analysis of Positive Psychology Interventions, 25 were retained, for a total of 1777 studies and 246’683 participants. From these meta-analyses, Positive Psychology Interventions were identified. The findings underscore the potential of these interventions to positively impact various outcomes relevant to well-being, such as selfregulation, prosocial behaviour, emotional distress, mindfulness, and performance. The review is in line with the Toolbox Approach (Lucciarini & Boniwell, 2023) which aims at offering a diverse range of stand-alone, evidencebased tools that can be flexibly implemented within short timeframes. Limitations include the fact that meta-analyses may have excluded relevant studies published in other formats, and individual study-level details were not extensively examined. Future research should focus on adapting, developing, and implementing the Toolbox Approach. The identified interventions offer promising avenues for a wide range of professionals interested in promoting mental health, such as educators, coaches, parents, policymakers, and researchers.

A2 An integrative approach to promote students’ socio-emotional competencies during physical education sequences.

Burel Nicolas¹

¹ University of Teacher Education (Vaud) (HEP-VD), Schweiz

Despite growing interest among teachers and promising initial pedagogical implementations, the teaching of socio-emotional competences in schools is still struggling to become widespread. In addition to time-consuming dedicated implementations, competition between the development of academic content and more cross-disciplinary learning, with which teachers have had little experience, is still holding back the development of psychosocial skills in the classroom. One possible perspective might be to make available physical education sequences that are both close enough to traditional academic teaching to facilitate their adoption, and simultaneously ambitious enough in terms of developing

socioemotional competences. In this contribution, we present the results of a pilot study carried out at the University of Teacher Education from Vaud (HEP-VD; Switzerland). The pilot study involved constructing two teaching sequences for elementary school pupils, aiming both academic and emotional skills learnings. Based on 6 lessons each, these sequences were implemented during the spring 2024 semester. Teachers' adherence, as well as fidelity and efficacy of the interventions were tested.

A3 Developing Wellbeing skills in the classroom: The PEAS project: Positive Education Actions in Schools

Benini Sara³, Marcionetti Jenny³, Lucciarini Elena^{1,2}

¹ University of East London, Vereinigtes Königreich

² University of Teacher Education (Wallis) (HEP-VS), Schweiz

³ University of Applied Sciences and Arts of Southern Switzerland (SUPSI), Schweiz

Teachers today do not only have to develop disciplinary skills but are also asked to promote psychosocial competences in their classrooms. However, there is no established psychosocial skills instructional support, so they often lack the adequate and specific material to do so, nor is there a common ground in Swiss teacher-training to reflect on this topic. Positive Education in Action in School (PEAS) is an international and multilingual project involving the three linguistic regions of Switzerland and is conducted by the University of Applied Sciences and Arts of Southern Switzerland and the University of Teacher Education, Wallis, in collaboration with the University of East London. This contribution will focus on the presentation of a jointly soon-to-be published handbook for the implementation of positive psychology in schools, as well as an online platform and a new future CAS for teachers. The book, the platform and the course draw on the newest research results and evaluated practices, to promote the sharing of tools, procedures and materials specific for teachers, significantly contributing in that way to the instructional support and disciplinary innovation in the field of Positive Education.

A4 Mini Club Med + : a unique initiative by Club Med integrating principles of positive psychology into children's vacation experiences.

Boniwell Ilona¹

¹ University of East London, Vereinigtes Königreich

This presentation explores the innovative concept of Mini Club Med +, a unique initiative by Club Med that integrates principles of positive psychology into children's vacation experiences. Recognising societal changes and evolving family dynamics, Club Med embarked on a journey to reimagine their children's clubs, initially established in 1967. The goal was to enhance the child's leisure time, while also facilitating their socialisation and skill development in a non-anxiogenic environment. The Mini Club Med+ concept, born from the intersection of positive education and the traditional mini clubs, aims to prepare children for future societal challenges through developing their psycho-social competences and strengths, including creativity, cooperation, and courage, through fun and meaningful activities. The presentation will delve into the collective two-year development process of this concept. It will also discuss how the new programme structure, including various activity categories and the focus on developing children's strengths, contributes to the overall objective of preparing children for future societal demands. This exploration of the Mini Club Med Plus concept offers insights into the potential of integrating positive education principles into leisure and vacation contexts, thereby extending learning and development beyond traditional educational settings.

A5 Positive Psychology Interventions: Towards Pragmatic, Flexible and Engaging Tools in Educational Contexts

Lucciarini Elena^{1,2}, Boniwell Ilona¹, Benini Sara³, Marcionetti Jenny³, Burel Nicolas⁴

¹ University of East London, Vereinigtes Königreich

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⁴ University of Teacher Education (Vaud) (HEP-VD), Schweiz

Wellbeing skills and academic skills go hand in hand. Yes. A very large body of literature strongly suggests it. Research also points out that educators' and children's wellbeing is alarming. For more than ten years now, Positive Education models, research and practices are on the rise. Researchers tell us how Positive Education can ameliorate academic skills and prevent as well as promote mental health. But then: why won't it stick? It is 2024, and we still do not have any sufficient answer to White's 2016 question. If progresses were made, there are still many obstacles to Wellbeing skills development in educational contexts. This entails a focus on personal, social, and academic competencies. To foster lifelong learning effectively, education must adopt an active, inclusive, and engaging approach that is relevant and meaningful for. In this engaging symposium on perspectives on Positive Psychology Interventions, the researchers present applied research and methods for improved practice, tailored to the professional needs. Each presentation will use a different perspective to promote engaging education in different contexts and from the different actors.

Professionalising Positive Psychology: Background, progress, and future possibilities

The discipline of positive psychology has made tremendous strides since its inception, both in terms of its scientific work and its applied practice. However, one point of hindrance has endured: its professional practice has remained unregulated, and as a result, there is no professional path that practitioners can follow, nor a job market for practitioners. Lomas and Ivtzan (2016) initiated a discussion around this issue and considered whether positive psychology could be recognised as an independent applied psychology discipline, akin to other psychology professions (such as counselling or health psychology). Drawing on this earlier work, this symposium discusses three recent projects aimed at professionalising positive psychology. The first segment will set the historical background, and will review the progress made thus far, including the results of a survey that was conducted among IPPA Work and Organisation Division members. The second part will report on a benchmarking exercise that positions several options for a positive psychology accreditation/certification, against comparable qualifications that exist in the industry. The third segment will report on a recent survey that elicited the views of the wider positive psychology community on how to professionalise the field. The survey explored four potential professionalisation paths (credentialing, certification, accreditation and licensure) and considers their benefits and risks. Each segment will be followed by Q&A and discussions.

A1 Developing the IPPA Accreditation Scheme for Positive Psychology Education Providers: Lessons from benchmarking successful accreditation models

Boniwell Ilona¹, Langley Sue²

¹ School of Psychology, University of East London, Vereinigtes Königreich

² Langley Group Institute, Australien

This presentation will share insights gleaned from a thorough benchmarking exercise aimed at informing the development of the International Positive Psychology Association's (IPPA) Accreditation Scheme for Positive Psychology Education Providers. We examined prominent accreditation models from related industries, including the International Coach Federation (ICF) and the European Mentoring and Coaching Council (EMCC), among others. Our goal was to understand specific standards and competencies, accreditation types, review processes and ethical guidelines used by related accreditation bodies. We also explored the extent of reasonable flexibility within the existing models in considering the unique contextual features and cultural nuances of varying educational programmes. The lessons learned from this comprehensive benchmarking study have been instrumental in shaping the new IPPA Accreditation Scheme proposals. We will explore the process and what it means for the ethical and professional future of positive psychology.

A2 Professionalising Positive Psychology: Background and progress

Donaldson Scott¹

¹ Social Media Analytics Lab (SOMA), Keck School of Medicine of USC, Vereinigte Staaten

This presentation will set the scene for the discussion, review key milestones achieved thus far, and present the findings of a recent survey which elicited the views of IPPA members on the topic. The presentation will begin by portraying the key issues around ideas to professionalise positive psychology, looking into some of the implications of the lack of professionalisation, and the means to apply these ideas in practice. Then two key milestones will be reviewed, which set in motion the process of professionalisation. The first is Lomas and Ivztan's (2016) paper which outlined possible routes for professionalisation, and the second is Jarden et al.'s (2021) paper which presented the outcomes of a collaborative project to develop ethical guidelines for positive psychology practice. The presentation will conclude with findings from a survey that was conducted among IPPA Work and Organisation Division members in 2021. The findings showed that among current members there is strong interest in efforts to professionalise positive psychology. The findings and their implications will be unpacked and discussed.

A3 Professionalising positive psychology: Survey results on the means to professionalise the field

Hart Rona¹

¹ University of Sussex, Vereinigtes Königreich

This presentation will report on the findings of a recent survey (conducted in 2023) that aimed to elicit the opinions of IPPA members and the wider positive psychology community on the practical aspects of professionalisation. The survey presented four potential professionalisation pathways (accreditation of courses, and credentialing, certifying or licencing positive psychology practitioners), and asked participants to voice their views on each, and consider their respective benefits and risks. It also sought participants' opinions on whether and how IPPA should be involved in setting these procedures, and whether these processes and criteria should be applied internationally or customised to each country in accordance to its local accreditation and certification systems. Another point presented for consideration is what competencies should be included in a professionalisation system. The survey is currently open and will close at the end of Dec 2023.

PTG Interventions from Wartime Trauma: Practical Applications Amongst Israelis

Using a Posttraumatic Growth framework, Soaringwords has motivated over 500,000 people to take active roles in self-healing through immersive SOARING into Positive Wellbeing Initiatives. Based on interventions supporting individuals traumatized in the Israel-Hamas war, Lisa Honig Buksbaum, CEO & Founder, Soaringwords; Dr. Richard Tedeschi, pioneering researcher who coined the term Posttraumatic Growth; and Dr. Pninit Russo-Netzer, Head, Resilience and Optimal Development Lab, Achva Academic College, will present their experience, wisdom, and insights on helping individuals and communities survive trauma in times of violence and war. Participants will come away with actionable knowledge to help clients/patients navigate trauma. In the struggle to come to terms with a reconstruction of one's core beliefs, people often start to notice that there are changes they come to value even in the face of turmoil, trauma, anxiety, grief, and loss. This symposium will help ECPP members in caring professions to navigate a path forward that can accentuate and accelerate Post-Traumatic Growth for themselves and the clients/patients they serve. While most people have heard about Post-Traumatic Stress Disorder, more people experience Posttraumatic Growth. PTG doesn't minimize trauma. It takes a strengths-based approach, fostering growth in the aftermath of suffering and trauma. Individuals learn something about themselves that can deepen their connection with their inner self, others, and the world. PTG does not mean the absence of PTSD, rather it is the ways in which people create growth and internalize lessons that make them more connected to the self and others.

A1 PTG Interventions from Wartime Trauma: Practical Applications Amongst Israelis

Honig Buksbaum Lisa¹, Tedeschi Richard², Russo-Netzer Pninit³

¹ Soaringwords, Vereinigte Staaten

² Boulder Crest Institute for Posttraumatic Growth, Vereinigte Staaten

³ Achva Academic College, Israel

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Re-writing health and illness narratives in the context of positive health sciences including positive psychology interventions

Positive Health Science, (Ryff, 1998) is an emerging field, comprised of evidence-based interventions related to positive psychology, lifestyle medicine and positive health coaching. Positive health takes the healthcare-continuum past the point of an absence of disease and focuses on the knowledge, skills and empowerment needed for a person or community to thrive (O'Boyle, 2024). In this symposium, we propose three presentations, grounded in empirical evidence: (1) Iglesias-Cans describes the importance of identifying the health and wellbeing needs of two European communities in Ireland and Romania, prior to launching a positive health coach-led digital health platform. Anonymous surveys of 219 Irish and 205 Romanian citizens, revealed specific needs associated with relationships, sleep, healthy eating, physical activity, stress management, avoiding risky substances, as well as views on digital positive health coaching. (2) Loughnane describes the case of four study participants, diagnosed with chronic disease who engaged with a positive health coach-led digital platform over 6 months. Loughnane describes how an online positive health coaching approach led to the development of a growth mindset, personal empowerment, a positive change in healthy lifestyle, improved clinical outcomes and reduced healthcare visits. Finally, (3) Donnelly describes the impact of a positive health intervention (Attention-based Training) on the health and wellbeing of 11 individuals diagnosed with the debilitating disease, Chronic Spontaneous Urticaria (CSU). Taken together, this symposium will showcase how Positive Health Science can promote thriving among individuals, regardless of ill health or disease diagnosis.

A1 Attention-based Training (ABT): pilot positive psychology intervention (PPI) designed to promote thriving among individuals diagnosed with Chronic Spontaneous Urticaria (CSU)

Donnelly Jennifer¹, Ridge Katie², Conlan Niall², Dunne J. Padraic¹

¹ Royal College of Surgeons in Ireland, University of Medicine & Health Sciences, Ireland

² Clinical and Diagnostic Immunology, St. James's Hospital, Dublin 8, Ireland

Background: Attention-based Training (ABT) is a positive psychology intervention (PPI) designed to enhance empathy through activities like promoting self-love and mindfulness practices that foster positive connections with self and others, in the present moment (Dunne, 2019 & 2021). Chronic Spontaneous Urticaria (CSU) is a chronic itching disorder that negatively impacts psychosocial well-being. The aim of this study was to conduct a psychosocial assessment of individuals diagnosed with CSU, and evaluate the capacity of a 6-week online ABT programme to improve wellbeing and symptomatology. *Methods:* For baseline measures, 32 individuals diagnosed with CSU completed wellbeing (PERMA-NHL), psychological (Depression-Anxiety-Stress-Scale (DASS) and symptom severity (Urticaria Control Test) questionnaires. Furthermore, seven representative individuals conducted a semi-structured interview on the nature of their diagnosis. Eleven individuals subsequently participated in a 6-week online ABT programme. Well-being and CSU symptomatology were measured at two time points: pre-programme (Time 1) and six weeks later (Time 2), using the Dermatology Quality of Life Scale, PERMA-NHL, DASS, Five Facet Mindfulness Questionnaire and the UCT. *Results:* Eleven ABT participants successfully completed all 6 sessions, exceeding prescribed home daily practice times (10 minutes, twice daily). CSU symptoms improved significantly ($p < 0.05$) between Time 1, and Time 2, accompanied by reductions in anxiety and stress ($p < 0.05$). There were no significant differences in well-being (PERMA-NHL) scores between Time 1, and 2. *Conclusion:* Individuals diagnosed with CSU face heightened psychosocial stress that significantly impacts wellbeing. A 6-week online ABT programme represents a promising PPI adjunct to conventional CSU treatment. However, further trials are needed.

A2 Connect5 Athy Case Studies: positive impact of a health coach-led digital application designed to improve the health and wellbeing of citizens with a disease diagnosis

Loughnane Croia¹, O'Donovan Róisín¹, Dunne J. Padraic¹

¹ Royal College of Surgeons in Ireland, University of Medicine & Health Sciences, Ireland

Background: Flourishing is defined as living within an optimal range of human functioning involving whole health (physical, psychological, social and environmental) (Fredrickson & Losada, 2005). It is often assumed that a chronic noncommunicable disease (NCD) diagnosis might impair the capacity of a person to flourish (Correia, 2016). Emerging research findings indicate that it is possible for those living with NCD to flourish by practicing positive psychology interventions (PPI), including positive health coaching.

Methods: Connect5 Athy was a mixed-methods observational study (6 months) examining the feasibility of a positive health coach-led digital health solution (van Nieuwerburgh & Knight, 2023) for health and wellbeing in a community setting (58 recruits). Participants engaged with a positive health coach on a digital platform using text and video-based chat. Of the participants that engaged with the health coach ($n = 23$), four participants lived with a chronic disease. We used a mixed methods case study research design to understand the complexity of the phenomena that is flourishing through chronic disease among four individuals. This involved triangulating multiple perspectives of the lived experiences of the 4 participants engaging with a positive health coaching intervention (Plano Clark, 2018). *Results:* Four participants living with chronic diseases experienced development of a growth mindset, increased meaning and purpose, personal empowerment and a positive change in healthy lifestyle.

Conclusion: The mixed methods case study analysis showed that the 4 participants engaging in a positive health coaching intervention experienced increased flourishing while living with chronic diseases.

A3 Health and wellbeing needs assessment of comparable Irish and Romanian communities prior to launching a positive health coach-led digital application

Cans I. Marina¹, O'Donovan Roisin¹, Enache Ingrid², Achitei Angela², Dunne J. Padraic¹

¹Royal College of Surgeons in Ireland, University of Medicine & Health Sciences, Ireland

²ADV Romania

Background: Noncommunicable diseases (NCDs) are associated with over 70 million premature deaths annually in Europe. NCDs can largely be prevented through positive changes in lifestyle. We are investigating the potential of online positive health coaching to prevent NCDs through positive health coaching theory (van Nieuwerburgh & Knight, 2023), positive psychology interventions (PPI) and healthy lifestyle changes in a community setting. However, it is incumbent on researchers to identify the specific needs of these communities first. *Methods:* We examined the primary lifestyle and wellbeing needs of two communities based in Ireland (Athy) and Romania (Iasi) before carrying out a positive health coaching intervention. Residents participated in an online survey on lifestyle and wellbeing (sleep, exercise, eating well, stress management, wellbeing, relationships, and substance control) and digital technology needs for health and wellbeing. A representative proportion of Irish citizens took part in semistructured interviews. A group of experts in Romania was also consulted. *Results:* A total of 219 participants in Ireland and 205 in Romania completed online surveys, revealing that a majority sought support for sleep (54%), exercise (60%), healthy eating (59%), stress management (59%), and mental health (57%). Semi-structured interviews and expert consultations supported these findings.

Conclusion: These findings emphasise the need for support, motivation and accountability in adopting healthy habits in the community, including those most vulnerable. These results informed the next stage of the Connect5 project which aims to deploy a positive health coach-led digital health platform designed to support citizens to make small changes for better health.

Special Session - Journal of Happiness Studies: Meet the Editors!

This session is an opportunity, especially for PhD students and young emerging scholars, to meet the editors of the Journal of Happiness Studies, to discuss with them the most recent research horizons and areas of investigation in the happiness and well-being domain, and to get tips about manuscript preparation. It is also an opportunity to learn about the tools made available by SpringerNature, to support authors in building a successful manuscript.

PLEASE NOTE THAT THIS IS NOT A SCIENTIFIC SYMPOSIUM, BUT AN OPEN DISCUSSION SESSION INVOLVING THE EDITORIAL TEAM OF JOHS AND THE PUBLISHING EDITOR OF SPRINGER NATURE

A1 Special Session - Journal of Happiness Studies: Meet the Editors!

Delle Fave Antonella¹

¹University of Milano

Meeting with the editors of the Journal of Happiness Studies

Strengths as a pathway to thriving in educational and academic settings: New findings

There is a growing recognition of the role of personal strengths in cultivating well-being, performance, and adjustment in educational environments. However, less is known about the specific strengths and related pathways that may promote resilient and thriving learners. Moreover, previous work on the overuse and underuse of strengths suggests that some strengths may not always be beneficial. Drawing from diverse perspectives, this symposium aims to highlight three promising directions. The first study explores the possible contribution of social-emotional competencies among schoolteachers (specifically, mindfulness, empathy, and prosocial orientation) to the development of these competencies among their students. Progressing to university students, the second study suggests that activating happiness strengths (gratitude, hope, love, and zest) may enhance career decision-making self-efficacy among graduates at the beginning of their careers. Complementing this perspective, on the potential effects of strengths on students' coping with their age-related challenges, the third study points to the negative relationship between over-optimism and academic performance, while highlighting the buffering effect of conscientiousness on this association. Collectively, these research lines call for a better and nuanced understanding of the potential benefits and costs of strengths as well as the ways to cultivate them in educational settings. Related questions and future directions will be invited and discussed.

A1 Teaching Who You Are: Linking Teachers' and Students' Social-Emotional Skills

Lavy Shiri¹, Orr Savion¹

¹The Department of Leadership and Policy in Education, The University of Haifa, Israel

Background: Social-emotional competencies have been suggested to be key for thriving in 21st century environment. However, schools and education systems are still exploring ways to develop these competencies among students. Accomplished scholars have recently claimed that the teachers' social-emotional skills play an important role in imparting these skills to their students. However, only limited research has empirically examined this claim. Aims: The present research addresses this gap, and examines the associations between teachers' social-emotional skills (mindfulness, empathy, and prosocial orientation) and these social-emotional skills of their students.

Method: We surveyed 45 homeroom teachers from 12 schools and their 852 fourth- and fifth-grade students, who completed self-report measures of their social-emotional skills.

Results: HLM analyses indicated that teachers' mindfulness was associated with students' social-emotional skills (mindfulness, empathic concern, and prosocial orientation), and teachers' empathic concern was associated with students' prosocial orientation. The other associations between teachers' social-emotional skills and the skills of their students were not significant. Conclusions: These findings underscore the potential significance of teachers' social-emotional skills, particularly mindfulness and empathy, in scaffolding these skills in their students. These findings hold implications for understanding social-emotional learning processes, and for teachers' training and professional development in contemporary education.

A2 The cost of being over-optimistic: Exploring the moderating role conscientiousness in the relationship between self-evaluation biases and actual performance in a sample of freshman students

Icekson Tamar¹, Slobodin Ortal²

¹ Departments of Management and Education, Ben-Gurion University of the Negev, Beer-Sheva, Israel

² School of Education, Ben-Gurion University, Beer-Sheva, Israel

Background: Previous studies have shown that a significant proportion of first-year students tend to maintain favorable self-assessments regarding future performance, thereby displaying a pronounced optimistic bias. However, literature also reveals inconsistencies regarding the effect of overestimation on academic performance. Moreover, conscientiousness was found to have a direct positive influence on performance, yet its moderating role was underexplored. Aims: This longitudinal study examined how self-evaluation biases of future performance are associated with actual achievements among freshman students. Based on the investment theory, we also examined the moderating role of the personality trait of conscientiousness in this relationship, suggesting that conscientiousness may amplify the beneficial effect of underestimating performance on actual achievements, while lessening the negative effect of unrealistic optimism.

Method: Self-evaluation biases of future performance and conscientiousness levels of 127 freshman students were assessed as predictors of their average academic score at the end of the year.

Results: Results showed that students who underestimated their future academic success achieved higher scores than those who overestimated their achievements. Multiple hierarchical regressions demonstrated that after controlling for high school scores, gender, and academic major, conscientiousness moderated the evaluation bias-performance relationship, so that it was stronger for students who underestimated their performance than for students who overestimated it. Higher levels of conscientiousness were more beneficial for students who underestimated their future performance compared to students with more optimistic views of their performance. These findings suggest that whereas overestimation may hinder academic performance, best performance may be a result of being pessimistic and highly conscientious.

A3 The Effects of a Happiness Strengths Intervention on Career Decision-Making Self-Efficacy among Job Starters

Atanasova Nadica¹, Van Woerkom Marianne¹

¹ Tilburg School of Social and Behavioral Sciences, Tilburg University, Netherlands,

Background: Career decision-making self-efficacy (CDMSE) is the confidence that individuals have in their ability to choose a career and commit to it. CDMSE is an important resource that can reduce the uncertainty that career starters face when transitioning from education to work. However, scant knowledge is available on how CDMSE can be enhanced through (online) interventions. Character strengths interventions, particularly those that target happiness strengths (curiosity, gratitude, hope, love, and zest), might be one way through which CDMSE can be enhanced. Aims: In this paper, we investigated an intervention that aimed to increase CDMSE (self-appraisal, goal selection, planning, and problem-solving) by helping career starters identify, explore, appreciate, and use their happiness strengths.

Method: A field experiment was conducted with a sample of 55 career starters in the Netherlands who were randomly assigned to an online three-week intervention (N = 23) or a wait-list control group (N = 32).

Results: Using a pretest-posttest design, we found that the intervention positively influenced career starters' CDMSE. Multivariate Analysis of Variance revealed the intervention particularly had a positive effect on their self-appraisal and problem-solving levels from the CDMSE construct.

Conclusion: Activating happiness strengths by becoming aware of, exploring and appreciating them, and applying them in career development may boost career starters' CDMSE, particularly their self-appraisal and problem-solving. This online happiness strengths intervention is a cost-effective solution that does not require many trainers and can be used as a brief tool in universities and practices to enhance the CDMSE of many career starters at once.

Supercharging cognitive behavioral therapies with meaning in life

This symposium aims to explore the integration of meaning-centered approaches into cognitive behavioral therapies, highlighting the potential benefits and practical applications of this combination. The first presentation examines the interventions related to meaning in life and meaning making processes within different cognitive behavior psychotherapies, demonstrating how most of these therapies include such interventions, explicitly or implicitly. The second study presents a case study of a gender transition, in which existential-humanistic and contextual therapies were integrated. This case highlights the complexities of psychological issues during gender transition and how therapies focusing on meaning in life can provide significant support. The third presentation investigates the application of Meaning-Centered Therapy together with Acceptance and Commitment Therapy in a penitentiary psychiatric setting, showing significant improvements in well-being and life meaning among individuals with severe mental disorders. Together, these presentations aim to provide insights into how the integration of meaning in life and meaning making into cognitive behavioral therapies can offer a more holistic approach to treatment, approaching not just the symptoms but also the deeper existential needs of the clients, particularly in challenging cases.

A1 A gender transition case intervention based on an existential-humanist perspective and contextual therapies

Caballero Bello Alonso¹, Carreno F. David¹

¹ University of Almería, Spainien

Background: Gender transition is a psychologically challenging situation where individuals often face mental health crisis. Additionally, there is a high probability of comorbid psychological problems. Aims: This case study aimed to address the complex psychological issues of an adolescent patient undergoing a male-to-female gender transition.

Method: The patient presented depressive symptoms, borderline personality traits, and self-destructive thoughts, including suicidal ideation. A comprehensive approach was applied to the case: therapeutic tools based on Dialectical Behavioral Therapy, Functional Analytical Psychotherapy, Client-Centered Therapy, Acceptance and Commitment Therapy and most importantly, Meaning-Centered Therapy were implemented. Specifically, the intervention aimed to facilitate a deeper exploration of the patient's identity transition and encourage the integration of her pre- and post-transition identities. The therapeutic progress was evaluated using qualitative measures and continuous monitoring.

Results: The patient demonstrated significant improvements, such as the disappearance of self-harming thoughts and enhanced social connections post-intervention. She showed an increase in life satisfaction and well-being, and an affirmed identity as a trans woman.

Conclusion: This case study demonstrates the effectiveness of combining contextual therapies with existential humani-

stic approaches in addressing complex psychological issues associated with gender transition.

A2 Group psychotherapy integrating Meaning-Centered Therapy and Acceptance and Commitment Therapy in a penitentiary psychiatric setting

González Ortiz Elena ¹, Carreno F. David ²

¹ Penitentiary Psychiatric Hospital, Seville, Spanien

² University of Almería, Spanien

Background: The study is based on the theoretical framework the Meaning-Centered Therapy and Acceptance and Commitment Therapy (ACT). Aims: We aimed to evaluate the efficacy of a combined ACT and Meaning-Centered Therapy approach in enhancing well-being among individuals with severe mental disorders in penitentiary psychiatric settings.

Method: Various group therapy sessions were implemented for six patients diagnosed with severe mental disorder who completed their sentence in a penitentiary psychiatric hospital. The intervention was initially based on the ACT model but later, ten sessions integrating elements of Meaning-Centered Therapy were added. These elements included developing a sense of belonging, personal responsibility, prosocial behavior, experiential appreciation, identifying personal strengths, and finding life meaning.

Results: Data from qualitative measures, the Recovery Assessment Scale, and the Personal Meaning Profile-Brief indicated significant improvements in participant engagement, well-being, responsibility, and an increased sense of meaning in life after the intervention.

Conclusion: The study showed the potential effectiveness of combining ACT with Meaning-Centered Therapy in group psychotherapy for individuals with severe mental disorders. The findings suggest that, in general, the addition of meaning in life work can be useful in this population.

A3 Meaning in life and meaning making in diverse therapeutic approaches

Eisenbeck Nikolett ¹, Carreno F.. David ²

¹ University of Seville, Spanien

² University of Almería, Spanien

Background: Interventions based on meaning in life and meaning making are key elements in positive psychology and especially in logotherapy. However, various psychotherapies, including those outside these areas, can also address meaning in life, both explicitly and implicitly. Aims: The aim of this study is to highlight the role of meaning in life and the specific interventions related to meaning in life across different cognitive behavior psychotherapies.

Method: The study describes various interventions included in cognitive behavior therapies, especially in contextual therapies, that foster meaning in life and meaning making using the tripartite model of meaning in life (coherence, purpose, and mattering) as a reference.

Results: The results of this analysis show that many of these psychotherapies incorporate elements that foster meaning in life either through coherence, purpose, and mattering or other proposed elements of meaning in life (such as experiential appreciation and values-based actions). The results also highlight practical insights on integrating meaning-making interventions more explicitly into these therapies.

Conclusion: This study suggests that many of the discussed psychotherapies, whether explicitly or implicitly, include work related to meaning in life, albeit less in-depth compared to meaning-centered therapies. It also argues that the integration of meaning in life and meaning-making techniques may enhance the efficacy of various psychotherapeutic approaches and encourages therapists to adopt these interventions more consciously in their practice.

Synergies of Lifestyle Medicine and Positive Psychology for Positive Health

This symposium comprised of 5 speakers from 4 nationalities will focus on the ways positive psychology can transform lifestyle medicine and medicine more broadly to help patients achieve positive health. Each speaker will make a 5-minute presentation highlighting:

1. Current work to advance positive health through health professional training, education and tools, with a focus on practical applications that link positive psychology with the six pillars of lifestyle medicine: plant-based eating, physical activity, restorative sleep, avoidance of risky substance use, managing stress, and social connection (Liana Lianov)
2. Practical interventions and tools found to be useful in practice to improve psychological and physical wellbeing (Kathi Norman)
3. Results of literature review and surveys to evaluate positive health interventions for mental and physical wellbeing (Jolanta Burke)
4. Positive psychology interventions that can be incorporated into care without requiring extensive time commitment, as well as digital tools and platforms that extend the reach and impact of positive psychology for patients beyond the medical consultation room (Ilona Boniwell)
5. Flow assessment and applications in care, as a spotlight on a specific positive psychology area that can be leveraged by health professionals (Marta Bassi)

The symposium chair and moderator, Dr. Liana Lianov will ask a relevant question to each presenter that will clarify the key take-home message for their topic (2 to 3 minutes each).

The remaining 15 minutes will be dedicated to an open dialogue with the audience on next steps in research and practice to advance positive health in health care.

A1 Advancing Health Care Transformation to Achieve Positive Health

Lianov Liana ^{1,2}

¹ Global Positive Health Institute, Vereinigte Staaten

² RCSI University of Medical and Health Science, Vereinigte Staaten

Background: The integration of lifestyle medicine and positive psychology offers a multidimensional framework that amplifies patient autonomy, fosters resilience, augments overall quality of life, and drives successful coaching of healthy lifestyles in person-centered holistic care.

Methods: We highlight how these synergistic interventions resonate with the healthy living pillars – a predominantly plantbased eating pattern, physical activity, restorative sleep, reducing harm from substance use, stress management, and social connections for positive health.

Aim: To provide the transformative implications of positive health strategies and implementation examples in healthcare and self-care paradigms.

Results: Bridging positive psychology interventions—such as gratitude, mindfulness, positive social connection, and acts of kindness—with healthy lifestyles has the potential to achieve a level of wellbeing across physical, mental, social, and spiritual dimensions beyond that achieved by addressing traditional risk factors.

Conclusion: Healthcare can be transformed to achieve positive health. Future collaborative, translational research is needed to build the evidence-for standardized practice of positive health approaches in medicine.

A2 Advancing Positive Psychology in Healthcare: Time-Efficient Innovative Tools for Meaningful Patient Engagement

Boniwell Ilona ⁴

⁴ Positran, Frankreich

Background: The integration of positive psychology (PP) interventions into healthcare settings offers a promising avenue for enhancing patient care and well-being. However, the primary challenge in realizing the full potential of these interventions is the brevity of consultation times. Despite the growing evidence supporting the efficacy of PP techniques in improving patient outcomes, the standard fast-paced clinical encounter allows limited opportunity for thorough well-being assessment and intervention.

Aim: Drawing inspiration from recent advancements in PP coaching and training methods, as well as gamification theories, this presentation aims to equip health professionals with innovative, evidence-based tools and methodologies that overcome the traditional barriers associated with PP interventions in healthcare settings.

Methods: We will examine strategies such as micro-interventions and brief gamified interventions for clinical practice. We will also consider the integration of brief coaching-type questions based on established positive psychology theories. Additionally, we will explore the utility of digital tools and platforms that extend the reach and impact of PP interventions beyond the consultation room.

Results: Positive psychology interventions can be integrated into seamlessly integrated into standard appointments without requiring extensive time investment and can be disseminated beyond the medical practice via digital tools and platforms.

Conclusion: Through the use of mobile apps and online resources, healthcare providers can offer continuous support and engagement, empowering patients to incorporate PP practices into their daily lives.

A3 Positive Health Interventions (PHIs): An Emerging Field of Research and Practice for Healthcare

Burke Jolanta ²

²RCSI University of Medical and Health Science, Ireland

Background: Positive Health Interventions (PHIs) are research-based tools that show the positive psychological and physiological outcomes and can be used in clinical practice. They combine Lifestyle Medicine with Positive Psychology research.

Aim: To explore the existing evidence of the positive health interventions (PHIs) and potential future developments

Methods: This presentation will comprise three publications. Firstly, outcomes of a literature review of positive psychology interventions (PPIs) that showed positive physiological outcomes and were used in clinical practice. Secondly, findings from an online survey with 1,112 adult participants in Ireland aimed to identify a relationship between lifestyle medicine pillars (sleep, eating well, physical activity, stress management, substance use and relationships) and well-being. Thirdly, an experimental study with 176 secondary school students who participated in a four-week intervention amalgamated PPIs and lifestyle medicine interventions (LMIs).

Results: The literature review identified several unique interventions showing evidence of positive outcomes in body-related wellbeing, such as sleep, eating well, and clinical practice. A survey of adults demonstrated that flourishing individuals are nine times more likely to use 3-6 LMIs than those who are languishing. Finally, the experiment highlighted the need to assess the impact of interventions on the body and mind, as despite improving mental health, some interventions had a negative impact on the body.

Conclusion: PHIs are important developments in bringing positive psychology closer to healthcare. The presentation will explore the research, practice and policy implications of PHIs and future developments required to develop this emerging field of research.

A4 Positive Medicine: Useful Interventions and Tools

Norman Kathi ³

³Positive Psychology Health and Wellbeing, Vereinigte Staaten

Background: Positive psychology in the practice of medicine has grown support within the medical community in the past decade. Practitioners have been provided evidence-based tools that have left the research towers and entered clinical practice. In addition, lifestyle medicine strategies, such as healthy plant-based diet, moving one's body and restorative sleep are key components to a healthy, happy life.

Aim: To review and advance the use of positive psychology interventions that appear to be the most successful

Methods: We provide a summary of the positive psychology interventions that over time appear to be most successful, along with the patient's response. We will also provide information and examples of how using the American College of Lifestyle Medicine concepts of healthy lifestyle along with positive psychology is helping patients achieve both physical health and psychological well-being.

Results: Interventions and tools from these disciplines applied in clinical practice have been shown to improve physical health and psychological wellbeing.

Conclusion: Western medicine, positive psychology, and lifestyle medicine can come together in practice allowing whole-person care.

A5 Spotlight on Flow and Positive Health

Bassi Marta⁵

⁵University of Milan, Italien

Background: Since Mihaly Csikszentmihalyi's development of the concept of flow in the mid-1970s, a large body of research has attested to the relationship of this experience with individuals' psychological and physical well-being. Flow is defined as a state of deep and rewarding absorption associated with the perception of high challenges in the on-going activity matched by high perceived skill levels. Individuals have been shown to preferentially replicate this experience in the long term, actively investing their time and effort in the practice and cultivation of flow-related activities, in a dynamic process of challenges and skills increase. These complex and rewarding characteristics make flow a particularly suitable motivational driver for the promotion and maintenance of healthy lifestyles and positive behavioral changes in the medical sector.

Aim: The aim of this presentation will be to illustrate empirical findings we have gathered in our research on flow among patients with different chronic conditions, including acquired and hereditary neuromuscular disorders, mental illness, substance use, and obesity.

Methods: The role of flow in relation to the six pillars of lifestyle medicine and in psychiatric and neuromotor rehabilitation will be presented, alongside single-administration and real-time sampling tools that health professionals can use for flow assessment in their practice.

Results: The positive psychology construct can be implemented into clinical practice for optimizing lifestyle medicine interventions towards positive health.

Conclusion: The implementation of flow in both self-care and healthcare practices promises to contribute to the global shift towards a positive approach to health, underscoring individuals' active role and resources in attaining optimal daily functioning and, ultimately, a life worth living.

A6 Synergies of Lifestyle Medicine and Positive Psychology for Positive Health

Lianov Liana^{1,2}, Norman Kathi³, Burke Jolanta², Boniwell Ilona⁴, Bassi Marta⁵

¹Global Positive Health Institute, Vereinigte Staaten

²RCSI University of Medical and Health Science, Irland

³Positive Psychology Health and Wellbeing, Vereinigte Staaten

⁴Positran, Frankreich

⁵University of Milan, Italien

Background: Positive psychology (PP) shifts the focus from deficits to strengths in research and practice, setting the stage for significant growth and evolution in wellbeing science. Meanwhile, lifestyle medicine (LM) emphasizes healthy lifestyles as prevention and treatment for a range of chronic diseases.

Aim: To explore the profound impact of integrating PP with LM and healthcare broadly, revolutionizing patient and self-care.

Methods: Speakers from four countries will present key findings and discuss improving healthcare with PP. We will provide examples of how LM with PP is helping patients achieve both physical health and psychological well-being. We'll highlight a literature review and surveys that help advance the combined practice of these fields and examine micro and gamified interventions that can be integrated into standard appointments without extensive time investment. We will also explore integrating coaching-type questions based on established PP theories and look at digital tools and platforms that extend the reach and impact of PP interventions beyond the medical consultation room. The role of flow in relation to LM and psychiatric/neuromotor rehabilitation will be spotlighted as a PP approach.

Results: Early adopter health care groups are innovating towards positive health by intertwining LM and PP in health professional education and practice and advancing research to build the evidence-base for PP in medical settings.

Conclusions: PP and LM combined can lead to positive health. Next steps in health care transformation include early phase implementation and further collaborative research by the PP and medical sectors to achieve optimal outcomes.

Taking the Science of Positive Psychology to Scale: Applying PERMA+4

This symposium summarizes how the science of positive psychology is being applied at scale to enhance well-being and optimal functioning across the globe. Professor Stewart Donaldson will discuss how more than two decades of peer-reviewed science on positive psychology and PERMA+4 topics supports a thriving evidence-based practice to improve education, work organizations, and public health across a variety of cultures. Bergsveinn Olafsson will discuss applications of the PERMA+4 framework to coaching and artificial intelligence (AI). He will illustrate how AI-powered coaching tools are becoming increasingly capable of facilitating evidence-informed well-being interventions at an unprecedented scale. Finally, Augusto Gonzalez-Bonorino and Danny Martin will discuss pathways to effectively integrating AI into coaching praxis, open questions and challenges surrounding such integration, and best practices regarding the design, implementation, and deployment of AI systems in coaching contexts. The last 10-15 minutes of the symposium will be reserved for participant questions and discussion.

A1 Demystifying Artificial Intelligence in the Landscape of Coaching and Well-being: Design, Potential and Pitfalls

Martin Danny¹, Gonzalez-Bonorino Augusto¹

¹Claremont Graduate University, Vereinigte Staaten

The integration of AI into healthcare and psychology has seen a significant uptick in recent years. Several scholars have started to note the potential of modern AI chatbots to begin operating as useful coaching modalities in and of themselves. Such systems promise several benefits, including increased consistency, objectivity, and accessibility relative to human coaches. However, there is considerable debate surrounding the potential drawbacks to such systems, including concerns over data privacy, the generation of inaccurate or harmful content, and the potential for AI systems to replace human coaches and knowledge workers in general. Such concerns have led to several active calls for AI regulation from within the coaching community. In this presentation, we hope to demystify some of the confusion surrounding AI and its role in coaching and related fields by mapping out the landscape of AI coaching applications and outlining the potential for such applications to serve as amplifiers of, rather than replacements to, human coaches. In doing so, we will discuss pathways to effectively integrating AI into coaching praxis along with open questions and challenges surrounding such integration. We will close with a discussion on best practices regarding the design, implementation, and deployment of AI systems in

- coaching contexts while highlighting several exciting case studies surrounding real-life examples of such systems.
- A2 Realizing a Bold Vision for Applying the Science of PERMA+4 Across Domains and Cultures**
Donaldson I. Stewart¹
¹ Claremont Graduate University, Vereinigte Staaten

Positive psychology is now “a science of positive subjective experience, positive individual traits, and positive institutions that promises to improve quality of life and prevent the pathologies that arise when life is barren and meaningless” (Seligman and Csikszentmihalyi, 2000, p. 5). More than two decades of peer-reviewed science on positive psychology topics supports a thriving evidence-based practice to assess, develop, and manage the PERMA+4 building blocks of well-being and positive functioning. This presentation will summarize how the science of positive psychology is being effectively applied at scale in educational settings, the workplace, and in public health across various cultures. Specific evidence informed practices and interventions that are useful for undergraduates, graduate students, and professionals will be explored.

- A3 Using Artificial Intelligence and the PERMA+4 Framework to Enhance Well-Being and Positive Functioning Across the Globe**
Olafsson Bergsveinn¹
¹ Claremont Graduate University, Vereinigte Staaten

Creating a world where everyone has access to wellness services when they need them will represent a crucial step towards positive psychology’s mission to enhance human flourishing in the 21st century. According to the American Psychological Association, 71% of people never receive adequate mental health services and 46% of practitioners cannot meet service demands; all while 44 million Americans report consistent feelings of suffering or languishing as of 2020. Multiple meta-analytic reviews have concluded that individuals require consistent exposure to most wellbeing interventions to gain any substantive benefits, further adding to this issue of accessibility. The integration of the PERMA4 framework, coaching and artificial intelligence (AI) represents an exciting path toward addressing these pressing issues, as AI-powered coaching tools are becoming increasingly capable of facilitating empirically backed wellness interventions at unprecedented scale. In this presentation, I will briefly discuss how AI can be leveraged to enhance well-being through coaching. In doing so, I will discuss pathways to effectively integrate AI and Coaching, as well as several important considerations surrounding such integration, including the utilization of the PERMA+4 to inform the outcomes that AI coaching systems are designed to optimize. Lastly, I will discuss Novem, an AI-coaching application that explicitly utilizes the PERMA+4 framework to help people set and achieve goals to enhance their well-being.

The model of sustainable mental health: the meaning and impact of positive psychology interventions in mental health care.

Until recently clinical psychology has been mainly concerned with what is defined as deviant and/or maladaptive mental states. In this symposium, we present a new model for sustainable mental health that allows for systematic integration of positive psychology and building a more balanced psychological treatment approach. The model is based on a growing body of research demonstrating that mental well-being is a vital outcome of psychological treatment in addition to and alongside mental illness. The model also proposes adaptation processes that are essential in the regulation of mental well-being and mental illness. Psychological treatments and interventions are placed on a spectrum targeting either barriers or resources for successful adaptation or a combination of both. Positive psychology interventions typically focus on enhancing personal and relational resources that enable clients to adapt and promote sustained mental health. In this symposium we present a first empirical validation of the model, the psychometric validation of the practice-friendly mental health continuum - short form (MHC-SF-P), and two trials: one examining a compassion-based positive psychology group intervention for people with bipolar disorder and second a clinical trial comparing a barrier-focused intervention (CBT) versus a resource-focused intervention (positive psychology + meditation) in a sample of diabetic patients.

- A1 A Practice-Friendly Version of the Mental Health Continuum - Short Form (MHC-SF-P): Including relational well-being and simplified wording to Improve clinical performance**
Blasco-Belled Ana¹
¹ University of Lleida, Spanien

Objectives: The Mental Health Continuum-Short Form (MHC-SF) is a self-report measure of emotional, psychological, and social well-being. Despite the good psychometric properties of the MHC-SF, the lack of indicators to assess relational well-being, and interpretation difficulties in item wordings and response format might limit its clinical utility. The present study aimed to design and test the psychometric properties of an adapted version (the MHC-SF-P) to incorporate: (1) a practice-friendly response format to clarify the responses; (2) simplified item wording; and (3) four new items to measure relational well-being.

Methods: A total of N = 2,724 household participants from the Netherlands were randomly distributed across four groups to test four versions of the MHC-SF-P comparing item and response-format modifications. We analyzed the construct validity (including different measurement models), reliability, external validity, and measurement invariance of the instrument in Mplus.

Results: A bi-factor ESEM solution displayed the best model fit indices for the MHC-SF-P ($\chi^2(73) = 197.701$, RMSEA=0.052, SRMR=0.023, CFI= 0.969). The four new items designed to capture relational well-being represented a fourth factor. Strong invariance was established for the comparison across the different tested versions. The reliability estimates were good ($\omega > .75$ for all factors). The four factors were positively correlated with life satisfaction, positive affect, and social connection, and negatively correlated with negative affect.

Conclusion: Our findings suggest that MHC-SF-P is a reliable and valid instrument to measure emotional, psychological, relational, and social well-being. The incorporated adaptations are especially relevant for optimal use in clinical settings.

A2 Compassion-based positive psychotherapy for bipolar patients

Kraiss Jannis¹

¹University of Twente, Deutschland

Objectives: Mental well-being and personal recovery are important treatment targets for patients with bipolar disorder (BD). The goal of this study was to evaluate the effectiveness of an 8-week group multicomponent positive psychology intervention (PPI) for euthymic patients with BD as an adjunct to treatment as usual (TAU) compared to TAU alone.

Methods: Patients with BD were randomized to receive TAU (n = 43) or the PPI in addition to TAU (n = 54). The primary outcome was well being measured with the Mental Health Continuum–Short Form. Personal recovery was measured with the Questionnaire about the Process of Recovery. Data were collected at baseline, mid-treatment, post-treatment and 6- and 12-month follow-up. Life chart interviews were conducted at 12 months to retrospectively assess recurrence of depression and mania.

Results: Significant group-by-time interaction effects for well-being and personal recovery were found favouring the PPI. At post-treatment, between-group differences were significant for well-being (d = 0.77) and personal recovery (d = 0.76). Between-group effects for well-being were still significant at 6-month follow-up (d = 0.72). Effects on well-being and personal recovery within the intervention group were sustained until 12-month follow-up. Survival analyses showed no significant differences in time to recurrence.

Conclusion: The multicomponent PPI evaluated in this study is effective in improving mental well-being and personal recovery in euthymic patients with BD and would therefore be a valuable addition to the current treatment of euthymic BD patients. The fact that the study was carried out in a pragmatic RCT demonstrates that this intervention can be applied in a real-world clinical setting.

A3 Efficacy of a meditation-based intervention focused on resources to increase well-being for adults with type 2 diabetes mellitus: A case-series series study

Cebolla I Martí Ausiàs¹

¹University of València, Spanien

Objectives: Mindfulness-based interventions have been developed mainly to target barriers (mind wandering, decentring, emotion regulation), according to the model of sustainable mental health. However, new meditationbased interventions, are changing the perspective. The contemplative-based wellbeing training is an 8-week program that combines meditation and positive psychology interventions. It was developed to enhance resources through the use of strengths and virtues. The objective of this study is to analyze the efficacy and specific underlying through the use of strengths and virtues. The objective of this study is to analyze the efficacy and specific underlying mechanisms of change of this intervention in a sample of patients with type II diabetes and hypertension.

Method: A case-series design will be used. The meditation-based intervention focused on resources will be sequentially organized into eight modules. Measures will include pre- and post-intervention assessments of wellbeing (MHC), anxious and depressive symptomatology, mental health barriers (cognitive bias) and resources (locus of control over well-being), as well as daily measures through EMA. Semi-structured interviews will be conducted to explore participants' perceptions of the intervention's effectiveness mechanisms and its impact on well-being. To quantify the effects of the intervention in this experimental design, we will calculate the Nonoverlap of All Pairs (NAP) and the Reliable Change Index (RCI).

Results: The study is still in progress, but we hypothesize that: (1) the intervention will decrease barriers and increase resources, (2) which will enhance the adaptation processes, and (3) ultimately increase well-being and decrease symptomatology from pre- to post-intervention. **Conclusions:** The results of this study will contribute to the understanding of the mechanisms underlying psychological interventions. Future studies with larger sample sizes and with a mechanistic randomized clinical trials will test the paths through specific and common mechanisms of two different interventions, one targeted at barriers (CBT) or with resources (Contemplative-based wellbeing training), work.

A4 Introduction and empirical validation of the model of Sustainable Mental Health

Bohlmeijer Ernst Kloos Noortje¹, Kraiss Jannis¹

¹University of Twente, Deutschland

Objectives: The model of sustainable mental health aims to implement a balanced treatment approach, supporting systematic integration of positive psychology in mental health care. The aim of the current study is to empirically examine the overall fit of the model of SMH, as well as the role of ability to adapt.

Methods: This study used an existing dataset of the general population with self-reported reduced well-being (n = 849). Measurements of mental illness (depression and anxiety), mental well-being, ability to adapt, a specific barrier for adaptation (i.e., repetitive negative thinking), and a specific resource for adaptation (positive reframing) were included. Structural equation modelling (SEM) was used to assess the goodness of fit of the model, and the validity of the model.

Results: An acceptable to good fit was found for the model of SMH ($\chi^2(15) = 68.47$, RMSEA=0.065, SRMR=0.033, CFI=0.981, TLI=0.965), and all paths between the proposed elements of the model were significant (ps < .001). The indirect effects for positive reframing to mental-well-being and from repetitive negative thinking to mental illness were mediated by ability to adapt.

Conclusion: The study provides the first empirical support of the model of SMH and suggests that the model may be a good model to use in research and clinical practice for developing, implementing, and evaluating a balanced treatment approach targeting both barriers and resources for adaptation.

THE QUEST FOR OPTIMAL LEARNING - Visions for future education

More children than ever before are starting school, worldwide. A start of immense importance for their future lives and for their opportunities to learn and thrive. At a time when the pace is high and the changes many, the need to develop and adjust the school of the future is actualized. There has never been a point in time with so much knowledge about teaching, learning, and well-being and still educating is primarily in traditional classrooms with traditional teaching *Methods*: There are new initiatives, new examples, experiments and testing of new ways of teaching, but surprisingly few skip traditions. It is time to make a change. The aim of the research project was to promote visions for future education and to gather informations on barriers that might hinder timely evolution and to find strategies that might overcome possible obstacles. In this engaging symposium on the quest for optimal learning the presenters presents different perspectives on future education and a panel of participating experts from the project will take part in a discussion. How do we create optimal learning for children and adolescents in order to prepare them best for the future? A Qualitative approach was used with purposeful sampling of 18 international education researchers and experts and by using semistructured online interviews. Among the positive psychology experts are Hans Henrik Knoop, Denmark, Gilda Scarfe, UK, Sue Roffey, UK, Shiri Lay, Israel, Ilona Boniwell, France and some of them will join us in the symposium.

A1 THE QUEST FOR OPTIMAL LEARNING - Visions for future education Ledertoug

Mette Marie ¹, Paarup Nanna ¹, Knoop Hans Henrik ¹
¹ Kullabergvej 12 3050 Humlebaek, Dänemark

More children than ever before are starting school, worldwide. A start of immense importance for their future lives and their opportunities to learn and thrive. At a time when the pace is high and the changes many, the need to develop and adjust the school of the future is actualized. There has never been a point intime with so much knowledge about teaching, learning and well-being. Still, there is anastonishingly lack of development in the way teaching takes place. It is time to make a change. The aim of the research project was to promote visions for future education and to gather informations on barriers that might hinder timely evolution and to find strategies that might overcome possible obstacles. In this engaging symposium on the quest for optimal learning the presenters presents different perspectives on future education and a panel of participating experts from the project will take part in a discussion. How do we create optimal learning for children and adolescents in order to prepare them best for the future? A Qualitative approach was used with purposeful sampling of 18 international education researchers and experts and by using semi-structured online interviews. In general, there is a strong consensus that future generations will need different skills than those the school educates for today. There are several different suggestions on which competencies are central based on the megatrends that are expected to affect future learning and learning environments. Multiple suggestions are put forward on we can do to increase optimal learning.

The relational roots of meaning in life and its implications on mental health

This symposium consists of three presentations that introduce the relational origin of meaning in life and its role in the development and treatment of psychopathology. Initially, there will be a discussion on what meaning in life is and its inherently relational dimension. A novel theory will be presented on how the meaning of our interpersonal relationships from childhood forms the foundation for our subsequent meaning in life or its absence in adulthood. Attendees will explore existing evidence and approaches on how meaning in life develops from infancy, through adolescence and adulthood with a focus on relationships with those close to us. Finally, a critical analysis of the currently predominant concept of mental disorders will be presented, proposing meaning in life as a key transdiagnostic factor for understanding a wide range of psychopathology. The theoretical framework of this symposium is based on an updated compilation of scientific evidence on the study of meaning in life and psychopathology, while establishing a research field which can transform our understanding of meaning in life and mental health.

A1 Meaning in life and the limits of classical psychopathology

Pérez-Escobar José Antonio ^{1,2}, Eisenbeck Nikolett ², Carreno F. David ^{3,4}
¹ University of Geneva, Schweiz
² University of Seville, Spanien
³ University of Almeria, Spanien
⁴ International University of Valencia, Spanien

Background: Despite the extensive evidence on the role of meaning in life in psychopathology, the classical definitions of mental disorders do not include the factor of meaning in life. *AIMS:* This talk has two aims: 1) to analyze the position of meaning in life and the lack thereof as a contemporarily refined construct in the classical demarcations between mental disorder and non-disorder and in transdiagnostic psychopathology, and 2) to assess the advantages and disadvantages of each system for this construct in particular.

Method: A critical analysis of extended conceptualizations of mental disorders is done while the potential inclusion of meaning in life is discussed.

Results: As the talk shows, meaning in life is a case of a construct that conceptually fits the underlying philosophical assumptions of both systems and therefore there is some leeway to choose. We argue that, on pragmatic grounds, the transdiagnostic approach to psychopathology has a few advantages over the classical approach in the case of meaning in life and the lack thereof.

Conclusion: The talk concludes with some remarks on aspects of meaning in life that neither system addresses and points to future directions that better fit its intersubjective and phenomenological character.

A2 The relational nature of meaning in life

Carreno F. David ^{1,2}, Eisenbeck Nikolett ³
¹ University of Almeria, Spanien
² International University of Valencia, Spanien
³ University of Seville, Spanien

Background: Despite extensive research on the various facets of meaning in life and their impact on mental health, there remains a significant gap in understanding how meaning in life is learned. *AIMS:* This presentation thoroughly examines the concept of meaning in life and its relational nature, proposing a novel theory on how meaning is learned.

Method: Firstly, the evidence-based conceptualizations of meaning are analyzed. Secondly, a theoretical framework focused on the relational dimension is introduced.

Results: According to this evidencebased theory, the meaning we have in our relationships with the closest individuals, typically initiated with parents or caregivers, forms the foundation upon which our meaning in life is built or lacking. In the presentation, the founder of this theory, will explain how these initial interactions with attachment figures shape how we subsequently project ourselves in life and the key elements of this relational meaning. The presentation will also explore the repercussions on mental health when the meaning "received from others" and "given to others" is problematic, such as when it lacks authenticity or when interpersonal interactions lack a meaningful context.

Conclusion: Meaning in life is learned from the relational context we live in since the childhood. The acquisition of meaning in life is intricately tied to the relational context we experience from childhood onwards. Finally, the presentation will consider the significance of these relational-existential processes in psychotherapy, counseling, and various other contexts.

A3 Unraveling the development of meaning in life: Exploring evidence and approaches on how meaning in life is learned.

Romero López Miguel ¹, Carreno F. David ^{2,3}, Eisenbeck Nikolett ⁴

¹ European University of Valencia, Spanien

² University of Almeria, Spanien

³ International University of Valencia, Spanien

⁴ University of Seville, Spanien

Background: The conundrum of meaning in life has puzzled philosophers and psychologists from every theoretical background throughout history. AIMS: The aim of this presentation is to bring together the questions and findings, vocabulary, and advancements regarding the development of meaning in life.

Method: The presentation involves a critical review of existing evidence and approaches to understand how meaning in life develops. The goal is to map out the different accounts on how the subjective experience of one's life makes coherent sense, has a defining purpose, is worth living and matters on a wider scale.

Results: Despite independent research on the development of factors related to meaning, such as coherence, mattering, or certain aspects of purpose, a gap persists in investigating how these findings can be integrated into the overarching construct of meaning in life and its relational nature.

Conclusion: There are some studies on how specific facets of meaning in life are learned by individuals. However, a proper theoretical framework to integrate existing findings and guide future research on the development of meaning in life is needed. Such theory should be embedded in a relational context.

The VIA Institute on Character's Vision and Application of Positive Artificial Intelligence (PAI)

A panel including a computer scientist, researcher, and positive psychotherapist will discuss important technology advances in the science and practice of character strengths.

1. The VIA Institute on Character has begun exploring how artificial intelligence can strengthen a person's understanding and application of character strengths through "personalized support interventions." In early prototypes, a character strength infused AI coaching assistant named VIANA was developed to unlock an individual's full potential in various life domains, including personal growth, building positive relationships, enhancing work engagement, productivity, and meaning, and professional development. The AI coaching assistant is a low cost and scalable model ensuring accessibility to a wide demographic, promoting inclusivity and broadening its societal impact. The panel will discuss the underlying technical and practical challenges and considerations of implementing an AI system within the practice of positive psychology and the wider fields of psychology and coaching.

2. The VIA classification of character strengths is a rich and comprehensive framework of 24 distinct traits that have nuanced relationships and synergies. They form an intricate web of complex interactions that together can be considered a psychological system defining human behavior, cognition, and emotional experiences. The VIA Institute has billions of data points from over 30 million VIA Survey takers that are being explored with machine learning to illuminate new insights into the VIA character strengths model with a goal to enhance personal growth and flourishing. These data points offer unprecedented insights that will be incorporated into the development of the VIANA character strength-based coaching model.

A1 The VIA Institute on Character's Vision and Application of Positive Artificial Intelligence (PAI)

Levy Jeffrey ¹, Brahedni Rakan ², Niemiec Ryan ¹, Mcgrath Robert ³, Rashid Tayyab ⁶, Jernigan Carter ⁷, Vyas Mahimna ⁴, Pearce Ruth ⁵

¹ VIA Institute on Character, Vereinigte Staaten

² Maddness Advanced Technology Advisor, Vereinigte Arab. Emirate

³ Fairleigh Dickinson University, Vereinigte Staaten

⁴ VIA Institute on Character, Indien

⁵ Alle LLC, Vereinigte Staaten

⁶ University of Melbourne Graduate School of Education, Australien

⁷ Frictionless Systems, Vereinigte Staaten

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billions of data points from over 30 million VIA Survey takers that are being explored with machine learning to illuminate new insights into the VIA character strengths model with a goal to enhance personal growth and flourishing. These data points offer unprecedented insights that will be incorporated into the development of the VIANA character strength-based coaching model.

Well-being of adolescents and young adults, and positive psychology interventions in an educational context

In recent years, the burgeoning concern surrounding students' mental health and well-being has become a focal point for scholars and educators. Research highlights a disturbing rise in anxiety and depression among students, with societal pressures and academic expectations taking a toll on their mental health. Additionally, studies underscore the prevalence of stress-related issues and the urgent need for comprehensive strategies to address this crisis. This symposium addresses the topic from a positive psychological perspective, and offers a unique, international collection of presentations with compelling empirical research findings as well as theoretical considerations. The symposium starts with a presentation by Sanne Peeters from the Netherlands, who describes the effects and working mechanisms of a positive psychology intervention based on mindfulness and strengths use, experimentally studied in a sample of Dutch high school students. Next, Janna Hämpke from Germany presents experimental work on the 'Enticing world belief' among German high school and university students. The third presenter, Christina Mühlberger from Austria presents findings from ongoing research on the effects of different counseling formats on university students' well-being, self-management and study activity. Lastly, Janne Bosma from the Netherlands, will address how to conceptualize and quantify students' mental well-being states from a systematic review of the scientific literature.

A1 Believing in an enticing world: A positive psychological intervention to increase character strengths and well-being among adolescents

Hämpke Janna¹, Diller Sandra², Kerry Nicholas³, Clifton W. Jeremy³, Frey Dieter⁴

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Background: The Enticing world belief —encompassing beliefs that the world is interesting, beautiful, abundant, and worth exploring—has been hypothesized to promote subjective well-being and several character strengths (e.g., curiosity) in particular at a young age. However, findings linking Enticing world belief to well-being indices and personality traits are solely correlational, and there is a clear need for studies that test these causal relationships. Aims: The present research tests a 9-day intervention aiming to increase Enticing world belief in 247 high school and university students (aged 14-30). The study also examines whether the intervention results in corresponding increases in self-reported optimism, life satisfaction, well-being, curiosity, and love of learning.

Method: A pre-registered longitudinal-experimental study including an active-control condition and pre-test, post-test and 2-week follow-up assessments was conducted.

Results: The results of the multi-level analyses showed that the intervention increased Enticing world belief from pre to post. However, this increase did not persist at the 2-week follow-up. Although we did not find predicted direct effects of the intervention on optimism, life satisfaction, well-being, and both character strengths curiosity, and love of learning from pre- to post, we did find positive indirect effects on all of these variables via changes in Enticing world belief.

Conclusion: Results provide first starting points for interventions in educational and clinical contexts aiming to target changes in world beliefs and subsequently supporting well-being and personality development.

A2 Conceptualization and quantification of students' mental well-being states: A systematic review

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Background: Students in higher education report experiencing poor mental well-being: they are feeling unhappy and have difficulty functioning well. As their lives tend to fluctuate daily, their mental well-being can fluctuate throughout the day too, making a research focus on their state well-being necessary. Different studies have addressed how mental well-being can be estimated. However, there is not a clear conceptualization and instrument for student mental well-being (StMWB) for ecological momentary assessment (EMA) designs. Aims: During this symposium, we present a systematic review, which aims to increase understanding of the concept of and propose a methodology for assessing StMWB through EMA.

Method: The review process was followed according to PRISMA guidelines. We searched different articles from 10 databases, and found 328 unique papers. These were shortlisted after screening and the concepts of StMWB were analyzed further.

Results: We will present preliminary results on conceptualizations (e.g. dimensionality) and quantifications (e.g. assessment) of StMWB states from the reviewed literature.

Conclusion: This systematic review of conceptualizations and quantifications of StMWB states can evolve EMA research and help create recommendations for the assessment of StMWB in EMA studies, encompassing subjective as well as psychological and social well-being dimensions in a format that is meaningful and easy for participating students.

A3 Effects of a mindfulness-based strengths intervention on adolescent mental health are mediated by changes in negative emotions

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Background: Previous studies in adult samples have shown that emotions, especially positive emotions, are one of the key mechanisms of change in positive psychology interventions. Aims: The current research aimed to investigate whether emotions also mediate the effect of a positive psychology intervention, based on mindfulness and strengths use for adolescents (i.e., "Think Happy-Be Happy"), on mental health outcomes (i.e., well-being, peer-related and attentional problems).

Method: A quasi-experimental study was performed, including assessments one week before and one week after the intervention.

Results: The results of the multilevel mediation analyses showed that adolescents who completed the intervention (n = 70) experienced a significant decrease in negative emotions but no significant increase in positive emotions compared to adolescents who did not participate in the intervention (n = 236). Changes in negative emotions mediated changes in mental health outcomes (i.e., well-being and peer-related problems) associated with the intervention. Further, adolescents who started, but not necessarily completed the intervention (n = 116) experienced no significant decrease in negative emotions.

Conclusion: Findings suggest that positive psychology interventions may affect health outcomes by decreasing negative emotions in addition to fostering positive emotions.

A4 **Fostering students' well-being, increasing their self-management competencies, and promoting their study activity: A program to support students through mentoring, coaching and training**

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Background: Many students face challenges in their studies, including perceived stress, and lack of knowledge about successful study strategies, thus being less active in exams. The PLUSTRACK project at the University of Salzburg addresses these issues with three counseling formats: At the beginning of students' studies, the project offers peer mentoring, where higher-semester students support first-semester students. During their studies, students are provided with trainings focusing on their strengths and weaknesses. Usually at the completion of the bachelor's or master's degree, coachings are offered, involving three sessions for individual goal guidance. Aims: We aimed to examine the impact of these counseling formats on students' well-being, self-management competencies (planning and pursuing goals in alignment with one's inner self), and ECTS credit completion.

Method: Before and after the formats, mentees, trainees, and coachees completed questionnaires on their affect, need fulfillment, and self-management competencies. We also assessed completed credits and specific mechanisms of the counseling formats (e.g., friendships, counselor-client relationship).

Results: Mentees exhibited increased autonomy and improved friendships by the semester's end (n = 180) compared to a non-mentored control group (n = 51). A positive mentor-mentee relationship reduced perceived stress and enhanced credit completion. Trainees (n = 108) showed improvements in self-management competencies which positively correlated with credit completion. Coachees (n = 64) demonstrated heightened self-management competencies and reduced stress which positively correlated with credit completion.

Conclusion: Mentoring, coaching, and training can significantly contribute to positive student life by reducing students' stress and improving their self-management competencies which positively influences study activity.

Well-being Unveiled: Examining Key Happiness Factors in the Indian Milieu

Research on happiness and well-being continues to predominate the field of positive psychology. However, there is an ongoing need to acknowledge diverse cross-cultural perspectives on well-being. This symposium proposes four presentations aimed at exploring the conceptualization, measurement, and interplay between various well-being dimensions and related factors in the Indian context. These factors include happiness-enhancing strategies, mental health literacy, aspects of a good life, and primal world beliefs. Given the effectiveness of intentional activities in improving happiness levels, the first presentation details the development and validation of the Pursuit of Happiness Scale (PHS), which measures engagement in happiness-enhancing strategies. Recognizing the importance of mental health literacy in early intervention and as a preventive measure, our second presentation focuses on the effectiveness of a digital intervention, designed using Chat GPT, to enhance college students' mental health literacy. Furthermore, addressing the lack of consensus on what constitutes a good life, our third presentation discusses findings from a qualitative research that outline the dimensions of a good life valued within the Indian context and examines how these perceptions evolve across life stages. Lastly, considering the renewed interest in how global beliefs about the world impact well-being, in our fourth presentation, we discuss our examination of the psychometric properties of the Brief Primal Inventory and its association with various well-being correlates.

A1 **AI-Driven Mental Health Literacy: An Interventional Study from India**

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Background: Promoting mental health literacy (MHL) is considered a valuable strategy for navigating the ongoing global mental health challenges. Given the rapid growth of mobile internet usage in India, leveraging digital interventions appears to be the most efficient means of disseminating MHL. The current study makes use of ChatGPT- a natural language processing (NLP) model by OpenAI to design a mental health literacy intervention for college students. *Methods:* Prompt engineering tactics were used to formulate prompts that acted as anchors in the conversations with the AI agent regarding mental health. An intervention lasting for 20 days was thus designed with sessions of 15- 20 minutes on alternative days. Fifty-one students completed pre-test and post-test measures of mental health literacy, mental help-seeking attitude, stigma, mental health self-efficacy, positive and negative experiences, and flourishing in the main study, which were then analysed using paired t-tests. *Results:* The results suggest that the intervention is effective among college students as statistically significant changes were noted in mental health literacy and mental health self-efficacy scores. *Conclusions:* The study affirms the practicality, acceptance, and initial indications of AI-driven methods in advancing mental health literacy, and hints at the promising prospects of innovative platforms such as ChatGPT within the field of applied positive psychology.

A2 **Measuring Strategies for Happiness: Development and Validation of the Pursuit of Happiness Scale**

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² School of Psychological Science, University of Bristol, Vereinigtes Königreich

Background: Research shows certain behaviours positively impact happiness levels, suggesting happiness can also be cultivated.

Aim: This study presents the Pursuit of Happiness Scale (PHS), a new psychometric tool, developed in Hindi and English, that assesses engagement in happiness-enhancing strategies.

Methods: The initial 85-item pool was generated from interviews, a qualitative survey, and a literature review. It underwent expert examination for content validity, followed by pilot testing (N=404). Participants evaluated items' effectiveness in increasing happiness. Items receiving endorsement by over 60% of respondents and meeting item analysis and Exploratory Factor Analysis (EFA) norms, were selected for final testing. The 42-item scale was administered to a diverse sample (N=1780). EFA and Confirmatory Factor Analysis (CFA) were employed to evaluate the psychometric properties of the scale.

Results: Item analysis and EFA identified 31 items across five factors (62.2% variance). CFA confirmed the scale's structure in both languages (English: $\chi^2/df = 3.26$, GFI = 0.88, CFI = 0.98, RMSEA = 0.06; Hindi: $\chi^2/df = 3.18$, GFI = 0.90, CFI = 0.98, RMSEA = 0.05). The factors—Pursuing a Positive Outlook, Goals, Faith, Emotional Stability, and a Healthy Life—showed high reliability ($\alpha = 0.68-0.91$) and validity.

Conclusion: The PHS is a reliable and valid tool for assessing engagement in happiness-increasing strategies across different life domains. In the session, we will discuss in detail the scale's development process and implications.

A3 Psychometric Properties of Brief Primal Inventory (PI-18) and its association with wellbeing correlates

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Background: Primal world beliefs are the 'general beliefs about the world (Clifton et al., 2019). To the best of our knowledge, the construct has not been studied in India, which is known to be a land of cultural, religious and spiritual beliefs. Aim. To bridge this gap, the present research aimed to study the Psychometric properties of the Brief Primal Inventory (PI-18; Clifton & Yaden, 2021) 'Primal World beliefs' in the Indian setting and investigating their relationship with wellbeing correlates. *Method:* A total sample of 645 participants responded to an online survey including the Brief Primal Inventory (PI-18), Scale of Positive and Negative Affect (SPANE), Satisfaction with Life Scale (SWLS), and Flourishing Scale in a bilingual format encompassing both English and Hindi. Result. The Original three-factor solutions did not get confirmed. Exploratory factor analysis identified two potential solutions: a four-factor (PI-12) and a single-factor structure (PI-9). Confirmatory factor analysis supported the singlefactor model in the Hindi sample. Both PI-12 and PI-9 demonstrated reliability ($\alpha = 0.779, 0.827$) and validity. Various Primals ('Safe,' 'alive,' 'enticing,' and 'good' beliefs) showed no significant correlation with Life satisfaction and Flourishing. However, both factor solutions correlated positively with affect balance scores, while the four-factor solution had a negative correlation with negative affect scores, albeit at low to moderate levels.

Conclusion: The Initial exploration of 'Primal world belief' in the Indian context revealed a distinct factor structure relevant to India and is partially linked to wellbeing. The findings may have implications for designing culturally appropriate interventions for enhancing wellbeing.

A4 Understanding the Conceptualisation of a Good Life in the Indian Context: A Qualitative Enquiry

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Background: The quest for a good life has been a long-standing discussion across disciplines, with the significance of a myriad of elements being highlighted as essential components of a good life. While the discussions in psychology have predominantly centred on happiness and well-being as being equivalent to leading a good life, the broader concept of a good life requires a more balanced and comprehensive examination. Aims. This study aimed to understand the conceptualization of a good life in the Indian context, with a particular focus on identifying the dimensions of a good life and strategies for promoting a good life. *Method:* Using convenience sampling, individual interviews were conducted with 70 participants aged between 22 to 77 years (M Age = 37.99 years). Interviews were analysed using inductive reflexive thematic analysis. *Results:* Broadly, 14 themes were generated which captured the dimensions of a good life— Health and Well-being, Social Connectedness, Appreciation and Recognition, Psychological Capital, Significance and Purpose in Life, Moral Goodness, Agency, Leisure, Excellence at Work, Connectedness with Nature, Positive Self-Regard, Material Wealth and Possessions, Religious and Spiritual Pursuits, and Happiness and Satisfaction.

Conclusion: The findings revealed a multidimensional conceptualization of a good life within the Indian context. Further, the results discuss how the conceptualization of a good life evolves across developmental stages, starting from emerging adulthood to late adulthood, and also focus on the perspectives of physical and mental health experts and spiritually inclined individuals.

Zurich Center for Positive Psychology: Leveraging Character Strengths in Today's Transforming Workplaces

The Zurich Center for Positive Psychology (ZCPP), a recently established institute and academy, is focused on merging theoretical research with practical application, particularly in enhancing character strengths within the workplace. The upcoming symposium is designed to introduce the ZCPP to a broader audience, emphasizing its foundational vision, accumulated experiences, and the challenges it must overcome. Additionally, the event will outline the center's plans for innovative developments in the field over the next few years. Eva Pauline Bossow, CEO of ZCPP, will address the role of character strengths in contemporary organizational environments. Flurin Schmid, senior corporate business trainer at Zürcher Kantonalbank, will discuss their transition to a strengths-based organization. Willibald Ruch, president of ZCPP, will examine the challenges in character strengths research and the imperative for its advancement. Alexander Stahlmann, scientist at ZCPP, will introduce a new ability test aimed at enhancing character strengths assessment in professional settings. These presentations collectively aim to progress the study and practical use of character strengths, fostering new opportunities for both personal and organizational development and collaboration. Join us at this symposium to stay at the forefront of these exciting advancements.

A1 Our Challenge: Bridging the Gap between Research and Practice

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University of Zurich, Schweiz Two challenges impede harnessing character strengths to their fullest potential: First, there exists a significant disconnect between the innovative ideas in character strength development pioneered by institutions like the VIA Institute and their practical implementation, especially in affluent countries like Switzerland. In these nations, long-standing wealth has often led to a complacency in recognizing and harnessing character strengths. The current

costs due to low work engagement and burnout can be seen as a direct cause of this neglect, as well as the failing of large banks, which obviously lacked character strengths to counteract voracious risktaking. Second, post an early span of innovation in developing good measurement tools, research has largely concentrated on positive outcomes, leaving many fundamental questions unaddressed. Some strides have currently been made by the VIA Institute in revising its core assessment, but other tests, like CliftonStrengths, are essentially the same as 15 years ago. And despite some advancements, the VIA test has never explicitly been tailored to the workplace and, although it does offer sensible correlations with work-related outcomes, has more potential to tap into. There is a critical need for a better integration of research and practice, and a thorough reassessment and update of these aging instruments. This call for modernization is not just a step towards academic progress, but a necessary leap towards practical efficacy and relevance in today's dynamic world.

A2 Our Experience: Transforming a Bank into Their Best Possible Self

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Zürcher Kantonalbank, Schweiz The Zürcher Kantonalbank (ZKB) has embarked on a transformative journey to become a strengths-based organization, integrating the CliftonStrengths approach into its operational ethos. Serving dual purposes—maximizing profits like any other bank while also committing to the welfare of Zurich's citizens—ZKB has distinguished itself in a landscape shadowed by major banking failures and international scandals. In 2021, ZKB initiated a paradigm shift to reinforce this image and fulfill its societal mandate. This involved training its employees in identifying and leveraging their character strengths, applying this newfound knowledge across various domains such as sales, negotiation, and leadership. By early 2024, more than 3,000 Swiss employees, constituting roughly two-thirds of the workforce, had completed CliftonStrengths training. The outcome of this initiative has been notably positive. Employee morale improved, and the benefits extended to practical aspects of work, such as enhanced customer interactions and potential for advanced training development. This strengths-focused strategy has demonstrated clear advantages for both staff and the bank. ZKB's journey exemplifies the power of a corporate-wide emphasis on employee strengths. It prompts an intriguing question: What more could be achieved with access to newer, more tailored strength assessment tools beyond the traditional CliftonStrengths? This contemplation opens the door to future innovations in harnessing the full potential of workforce strengths.

A3 Our Solution: The Workforce Character Strengths Test

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The Zurich Center for Positive Psychology is developing an innovative ability test, set to be its cornerstone product. This test, designed to measure a "Character Quotient" similar to an intelligence test, distinguishes itself by adhering to the latest scientific standards for precise character strength estimations. Central to this development is an expanded strengths catalog, incorporating traits like tolerance, patience, and orderliness. These new potential strengths will be identified through expert consultations and comprehensive analyses of job descriptions. The process ensures that additions enhance workplace satisfaction, performance, and engagement, and are distinct, avoiding overlaps with existing strengths. A key innovation of the test is its reliance on objective criteria beyond self-assessments, such as biographical data and role-playing behaviors. This approach aims to mitigate manipulation, attributing character strengths to genuinely demonstrative behaviors. The test will undergo rigorous testing of various features, including adaptive testing for variable durations, a "Forced-Choice" format to increase deception resistance, and enhanced face validity compared to existing tools like CliftonStrengths. Improved test norms will facilitate comparative analysis across diverse groups. Throughout its development, the test will be refined multiple times, selecting the most effective of those features for the final version. This initiative represents a significant leap in character strengths assessment, combining advanced scientific methodologies with a focus on real-world applicability. The result will be a tool that accurately reflects an individual's strengths, tailored to the evolving needs of today's workforce.

A4 Our Vision: Revolutionizing Workplaces through Character Strengths

Bossow P. Eva ^{1,2}

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In the dynamic global landscape of 2023, organizations face unique challenges, including the reshaping of company culture, talent transformation, and leadership development. Amidst these changes, companies are contending with substantial financial losses due to diminished employee engagement and emotional exhaustion, such as in Switzerland, where the annual cost is estimated at 6.5 billion CHF. At this crucial intersection of changing workplace dynamics and heightened job demands, prioritizing individual character strengths emerges as a key strategy. This approach has already seen success in the United States, with over 31 million CliftonStrengths tests and 27 million VIA-IS tests conducted by 2023. While these tests were pioneering, the evolving workplace requires new assessments tailored to the nuanced demands of modern and future work environments. Responding to this need, the Zurich Center for Positive Psychology (ZCPP) has emerged as an innovative institute, dedicated to researching and developing advanced character strength assessments and interventions. Its primary aim is to create a contemporary strength assessment tool that balances scientific accuracy with practical utility. The ZCPP's activities will not only involve test development but also extend to B2B and B2C licensing and distribution of these tools. This will be complemented by a comprehensive suite of services and consulting, available in both digital and analog formats. This initiative represents a significant step in advancing positive psychology, further bridging the gap between academic research and practical application.

ACCEPTED ABSTRACTS FOR WORKSHOPS**A Comprehensive Organizational Development Model to Activate Character Strengths and Grow Engagement, Relationships and Performance in the Workplace**

WS Chair: Dr. Jillian Copley

Grounded in the research of positive psychology, organizational development, and learning design, VIA has created a strengths-based organizational intervention model which has been test and refined with a diverse group of 70+ nonprofits, including those in healthcare, community development, arts and culture, higher education, social services, and city government. Documented positive impact includes greater workplace engagement and improved workplace relationships, performance, and wellbeing. The current effort underway with 8 organization combines a digital learning pathway, organizational consulting and coaching over a 7 month period. In June of 2024, VIA will complete a comprehensive mixed-methods study of the work underway to understand three levels of outcomes. We will seek to understand the impact of the interventions on multiple wellbeing measures within the organizations, determine the relationships between the particular consulting strategies and utilized tools that contributed to those outcomes, and identify what contextual variables may have been most relevant to the outcomes. We will share these results in the ECPP session and anticipate the findings to inform future VIA learning and credential opportunities.

A strengths based model to navigate a journey towards peace and happiness.

WS Chair: Vijay Kumar

This workshop will allow us to access a wide range of important considerations when making choices that will promote our well-being. It will be experiential and interactive where participants will experience:

- Increase self-awareness using components of ACT and the use of mental strategies.
- Integrate mental strategies with ACT and connect with our inner values and develop an Action Plan as we navigate our life in search of happiness.

This workshop's focus will be to provide a safe and psychologically sound platform for participants as we explore numerous strategies to move in search of peace and happiness.

Background Information:

This workshop is based on the facilitator's research on Building Psychological Strengths for Athletes. A mental skills training intervention was developed as part of the research study and implemented as a "Train the Trainer" model. The PhD research findings highlighted the potential for mental strategies to mediate improvements in many aspects of human life including a move towards peace and contentment.

The idea that these mental strategies encompass therapeutic characteristics of cognitive behaviour therapy aligns with the understanding that cognitive restructuring can be effective in reshaping thoughts and facilitating desired actions and thus contribute to global well-being.

Dr. Vijay Kumar is a coach, educator, and psychologist and has over 20 years of experience in mental health, business, and sport. Vijay developed a short form of a popular questionnaire TOPS-2(S) which has been sought after by many organisations including the US Navy, psychiatrists, sports scientists, academics, and medical researchers.

An Experiential Workshop: Coaching Outdoors and in Nature

WS Chair: Dr Ceri Sims and Nikki Ayles

Background: Coaching in nature is becoming a topic of interest amongst the Coaching Psychology community with emerging evidence supporting benefits of nature-based coaching and outdoor coaching when compared with more traditional coaching paradigms.

Learning Outcomes: This workshop will give participants the opportunity to experience coaching in nature for themselves, exploring various aspects including psychological safety in nature; side-by-side synchronisation; nature as metaphor and the influence of the seasons, nature as a co-facilitator, and embodied emotion in three dimensional space.

Program: The 60-minute workshop will begin with a short psychoeducation talk to share the extant evidence base for coaching in nature and to brief the activity (approx. 10 minutes), followed by a mindfulness grounding exercise to help participants situate themselves, both physically and mentally in an outdoor natural space (approx. 5 minutes). The main activity will then comprise participants working in pairs to co-coach each other in an area of natural space* (approx. 35 minutes). Participants will be offered techniques they can experiment with during their experience and some guidance for using these. The session will conclude with a feedback session for participants to share their observations and insights with the wider group (approx. 10 minutes).

*workshop presenters will research the local area to offer a suitable and safe natural space route for delegates to take adjacent to the conference venue. They will also consider adapting the workshop depending on weather conditions.

Better in Every Domain: The Holistic Life Crafting Model in Action

WS Chair: Bryan Dik, PhD (co-facilitating with Llewellyn van Zyl, Michael Steger, and Bradley Wright)

Life crafting involves actively shaping experiences and conditions within various life domains to align with one's personal values, passions, and goals. Recently, van Zyl and colleagues (2023) set out to clarify the theoretical conceptualization of life crafting by conducting a systematic literature review of diverse crafting strategies. They identified common underlying behaviors that transcend specific contexts and proposed the "Holistic Life Crafting Model." The model identifies seven research-supported strategies anyone can use to craft a more purposeful life, intentionally balancing life demands with available resources and altering life's cognitive, environmental, interest, relational, skill, and task-related aspects to promote personal growth and well-being. The program for the workshop is as follows:

- A brief introduction of the Holistic Life Crafting Model.
- An interactive demonstration of four crafting exercises that illustrate how the model can be applied within individual or group coaching practice, specifically targeting task and environmental crafting (led by van Zyl), interest and skill crafting (led by Dik), resources-demands crafting (led by Steger), and cognitive and relational crafting (led by Wright).
- An integrative review and summary of the model and its application.

- A time of Q&A and discussion among facilitators and attendees.
- Learning objectives:* After the workshop, participants will be able to do the following:
- Define holistic life crafting.
 - Describe the Holistic Life Crafting Model.
 - Facilitate four specific exercises designed to apply the model with coaching clients.
 - Propose at least one novel application derived from or supported by the model.

Building professional resilience, How positive psychology can contribute to the development and growth of a professionals attitude towards social workers, therapist, and other social professions.

WS Chair: Marlies Jellema, Program leader education for Positive psychology and supervision, Windesheim university of applied sciences, founder of Centre for work happiness, speaking, training & coaching.

Becoming a professional is becoming your best self. If a professional has a clear idea of their strengths, ethics, and where they want to go, they will develop a healthy compass for a professional attitude. That compass gives direction and provides the professional with a steady and resilient attitude.

Aims:

Awareness of patterns that undermine an attitude of partnership.

Learn what's needed to build a strong and resilient professional attitude fromout positive psychology

Learning objectives Participants: Have a growing understanding of how a resilient professional attitude can be built from positive psychology.

Method: In this workshop we alternate between theory and practice.

Through a specific reflective assignment, participants experience how positive psychology in practice can contribute to building a resilient professional attitude.

Program:

0.00 Engaging with the group

0.10 Focusing on the theme by retrieving the learning desire of the group

0.15 Theory: building a resilient professional attitude in a context with cultural bugs (Based on the book Impact from our resilience, Jellema, 2023)

0.25 Exercise: feeling the bugs and how this triggers our fixing reflex

0.35 Live break-out session in two's or three's; reflecting on professional character strengths

0.45 etrieving the awareness en evoking effects of the reflective break out session

0.55 Wrap up

Results: Understanding how professionals grow in their attitude and knowing how to influence this provides us with tools to help students, starting professionals and each other to become strong and assertive professionals.

Conclusion: As humans, professionals are embedded in the surrounding world. Positive psychology can be applied to the well-being of professionals so they can contribute to helping others flourish in a better way.

Building Resilience accross ages with the Mindful Self Compassion Program created by Prof. Kristin Neff and Prof. Christopher Germer

WS Chair: Resilience

Self Compassion training as structured in the Mindful Self Compassion Program (MSC) allows over a period of 9 weeks or 6 weeks to change the way we relate to ourselves for the better.

With 41 short practices, meditations and exercises and a sequence of finely tuned sessions at the psychological and emotional level, the program allows the participants to access to a immediate empowerment when facing stress and difficult emotions and situations. The Center for Mindful Self Compassion in San Diego recently expanded the public to benefit from mindful self compassion with the release of the MSC Program for Teens.

The MSC program brings benefits from the start and without the necessity to sit to meditate 45 minutes a day for six days a week during two months like the Mindfulness Based Stress Reduction Program (MBSR). Also it is quickly rewarding for participants who suffer from a scattered mind activity as we add the component of self kindness to the breath observation for instance. Our breath becomes a tool for taking care of ourselves and not just a spot to focus our mind on.

I co-teach this program with my colleague Christophe Fraefel within mindful-life.ch and we offer it in two format: 9 x 2h45 weekly or 6 x 1h30 weekly. We are in the process of expanding the offer in institutions and business and we collaborate with the French app «Petit Bambou ».

Composing Wellbeing through Reflective Writing

WS Chair: Dr. Adrian Matthew Zytoskee

Although the act of writing has traditionally been viewed as a means for producing a text—an end product—substantial social science and humanities-based research has supported the potential health benefits of the act of writing for the writer when the writing involves reflective exploration of human experiences and is shared with other community members. Whether referred to as “reflective writing” within medical humanities, “writing and healing” within composition studies, or “expressive writing” within psychology, the general goals of providing participants with a practice for catharsis of challenging emotions, processing uncertainty, bearing witness to human experiences, and connecting with others are generally shared. As the global reality continues to present incredible biopsychosocial crises, the need for access to these types of wellbeing-orientated practices and communities grows. Accordingly, the objective of this workshop is to provide participants with a foundational understanding of reflective writing through a hands-on experience (while also having fun!). To meet this objective, the facilitators—a writing professor specializing in narrative medicine and a university Student Services director—will guide participants through several reflective writing exercises and the (always optional) experience of sharing writing at the group level. Throughout this process, the facilitators will also share pragmatic insights grounded in their experiences conducting reflective writing groups in both educational and community settings. It is important to note that being an experienced writer is not a prerequisite for this workshop; all humans have insights and stories worth composing and receiving.

Embodied Positive Psychology

WS Chair: Alla Klymenko

As a motivational speaker, psychologist, and author originally from Ukraine and now residing in the US, I have dedicated my life to exploring and imparting the essence of happiness. My journey has led me to develop over 20 comprehensive offline and online programs focused on wellbeing, which have reached over 270,000 participants worldwide. My insights and teachings have been featured at prestigious platforms such as the World Happiness Summit and the International Positive Psychology Association (IPPA) Congress.

The past two years have been a period of profound challenge and transformation for me. In my upcoming presentation, I intend to share how the principles of positive psychology have not only fortified my resilience but have also deepened my understanding of self, my aspirations, and my ability to thrive amidst adversity.

The presentation will delve into the four fundamental pillars of well-being:

- Emotional
- Mental
- Physical
- Relational

I look forward to sharing these insights and engaging in a meaningful dialogue about the power of positive psychology in navigating life's complexities.

Embracing Existential Wellbeing - An Exploration of Existentialism and Post-Traumatic Growth To Navigate Challenges with Positivity.

WS Chair: Michelle Falzon

Join this transformative workshop, 'Embracing Existential Wellbeing,' where positive psychology converges with existential frameworks to empower individuals in their pursuit of enhanced mental health and post-traumatic growth. Grounded in the pillars of meaning, purpose, autonomy, and connection, participants will embark on a journey of self-discovery and resilience. In this immersive 60-minute session, Michelle will explore the profound intersection of positive psychology and existential well-being. Participants will delve into the foundational components, reflecting on their relevance to personal narratives. Through evidence-based practices, we integrate positive psychology interventions, offering practical tools to enhance meaning and purpose.

The workshop uniquely addresses post-traumatic growth within an existential lens, fostering insights into how existential well-being can serve as a steadfast foundation for personal growth after adversity. Real-life stories and case studies illustrate the transformative power of this holistic approach.

In the final segment, participants craft their own Existential Well-being Plans, translating newfound insights into actionable steps. This interactive session encourages group sharing and peer feedback, creating a supportive environment for collective growth.

Participants will leave 'Embracing Existential Wellbeing' equipped with a deeper understanding of their existential journey and practical tools to navigate challenges, fostering positive mental health and cultivating resilience in the face of life's complexities.

Empowering Student and Educator Comprehensive Well-being through the Student Alliance for Flourishing Partnership

WS Chair: Kristine E. Larson

Amidst the global mental health crisis, issues related to student and educator well-being demand immediate attention. During this workshop, researchers will share their experience supporting and implementing the Student Alliance for Flourishing (SAFF) program in 12 U.S. schools (six high schools and six middle schools) over three years. The SAFF is a school-wide program that supports educators' and students' comprehensive well-being by integrating the human flourishing domains (VanderWeele, 2017) and activities (VanderWeele, 2020) into schools' existing systems and practices. Results from quantitative and qualitative data analyses suggest that student and educators' flourishing increased as a result of program participation. Moreover, the vast majority of students and educators reported high levels of satisfaction with SAFF and would recommend the program to peers. By the end of the workshop, participants will be able to integrate the Student Alliance for Flourishing partnership approach to support well-being in their respective contexts.

Moreover, participants will explore how individuals can empower themselves personally and professionally by leading flourishing initiatives and activities in their settings. Lastly, presenters will discuss efforts to scale up this approach within the U.S. and with international partners.

Enhancing classroom dynamics through EPR methodology: a workshop on exploration, practice, and reflection

WS Chair: Francesco Pisanu, Federica Coletta, Francesco Rubino

This workshop proposes an immersive exploration of the EPR methodology (Exploration, Practice, and Reflection) developed within an innovative European educational project. EPR offers a structured approach, with 40 educational practices mixing narrative practices and positive psychology, for teachers and students to navigate the application of educational practices within the classroom collaboratively. Key Components are as follows. Exploration: participants will delve into the Zone of Proximal Development by Vygotsky, fostering an in-depth understanding of the classroom climate. The exploration phase encourages participants to conduct inquiries, examining the situational dynamics of the classroom. Practice: drawing inspiration from Yrjö Engeström's expansive learning, participants will engage in daily activities to cultivate a positive classroom climate. They will gain practical experience in selecting and implementing development practices that enhance the learning environment. Reflection: anchored in Anders Ericsson's deliberate practices, the reflection phase constitutes a critical aspect of the EPR cycle. Participants will explore the perpetual connection between reflection and exploration, fostering a potentially infinite, self-sustaining cycle. The workshop unfolds through practical demonstrations and hands-on activities, mirroring the EPR approach. Participants will undergo operational planning, activate students and colleagues, and prepare the learning environment for practice application. Participants will gain insights into the potentially infinite, self-perpetuating cycle of EPR, fostering continuous improvement in classroom climates. They will understand the nuances of each phase and its contribution to positive experiences for individual students, the class as a whole, and the professional growth of educators.

Enhancing Team Dynamics and Performance Through VIA Strengths Teaming Approach

WS Chair: Karen Whelan-Berry and Paul Papierski, University of Massachusetts Amherst

High performance teams and excellent team performance don't just happen, but are the result - whether intentional or not – of certain team processes and characteristics. Our VIA Strengths Teaming Approach uses experiences/activities to integrate VIA Strengths and related practices into three key aspects of teamwork: Team Development and Diversity; Team Working Approach and Conflict Management; and Team Reflection and Continuous Learning. We use excerpts from five cases, offering examples of such use and related outcomes. We will provide a high-level summary of related research, including foundational VIA Strengths practices, the six disciplines of teams, teaming as a verb, and high-quality connections. Next participants will learn and apply our VIA Strengths Teaming Approach. Example activities are 1) the Signature Strengths by Character Strength Map - used to consider unique contributions and leadership opportunities, 2) Exploring the Weave of Giving and Receiving Strengths on Your Team, and 3) Strengths Overuse and Underuse for Team Conflict and Performance Management.

Our learning objectives include: 1) reviewing related research and context for our VIA Strengths Teaming Approach, 2) applying the VIA Strengths Teaming Approach to participants' teams, 3) identifying next steps for the participants. Our workshop flow is: Introductions and Connecting (7 minutes); High Level Summary of Related Research and Context (7 minutes); Applying Our VIA Strengths Teaming Approach (30 minutes, 10 minutes each for the three team aspects); Next Steps (7 minutes); Questions and Discussions (8 minutes). A one-hour workshop only allows sharing selected resources. We will provide complete resources to the participants.

Experience mapping: discovering the power of places in the promotion of well-being

WS Chair: Viola Sallay and Tamás Martos Category: Positive psychology: Practice

Background: We all have experiences with places that are important in our lives: places of successes, crises, and low and high times we had. Moreover, we actively use certain places to regulate our emotions and this feature can be used to discover and understand the complexity of a person's positive and negative emotions.

Aim: We present our experiMAP procedure, an experience-mapping-based assessment and intervention approach to positive emotions and experiences. At its core, experiMAP mapping is a bunch of visual-narrative methods developed on the basis of positive psychology, systemic thinking, and environmental psychology. Through experiMAP assessment, we evoke emotionally significant experiences related to one's significant places, and thus, we can get insight into the factors that may influence their well-being and well-doing.

Method and learning objectives: Workshop participants will have the opportunity to

- learn about the scientific background of the experiMAP-based methods;
 - make self-experience with the experiMAP-based assessment as it is used in individual settings;
- as well as learn case study examples and practical information on assessment and intervention with experiMAP-based procedures.

Conclusions: Experience mapping as an assessment and intervention tool is excellent in bringing up deep and important emotional experiences related to one's well-being in a certain place. For example, when applied in an organizational context, it provides useful information for promoting employee well-being both at an individual and a systemic level. Experience mapping combines the resource centeredness of positive psychology with the holistic approach of environmental psychology and systemic therapy.

Exploring and experiencing the Job Canvas - an agile, strengths-based, person-centred alternative to a traditional job description.

WS Chair: Charlotte Axon

Traditional job descriptions do not meet the current and future needs of work - they box people in rather than setting them free (Switasarra & Astanti, 2021). The Job Canvas (Baker, 2020) is an agile, strengths-based, person-centred alternative to a traditional job description (think JD 3.0).

The Job Canvas helps individuals and teams work with confidence and clarity and get the best out of themselves, their people and their work by mapping out their job using 9 core elements. It allows people to capture precisely what their role entails, its core purpose and meaning, the value that they add to others, the strengths they bring to their roles, and the resources and support they need to work at their best.

The session will introduce the existing and growing evidence-base for using the Job Canvas and then provide an opportunity for participants to directly use and explore the Job Canvas tool through individual and group activities.

Through the workshop, attendees will:

- understand the evidence-base behind the Job Canvas;
- explore the Job Canvas itself through interactive activities;
- discuss and identify how the Job Canvas might be used to support existing and future practice;
- gain access to the digital Job Canvas to explore after the workshop.

Participants will have gained direct knowledge of a new and cutting-edge workplace tool and an experiential understanding of how they could use this tool as a basis for further research and for use within their own practice.

From Me to We: what does this mean for Society and Social Justice?

WS Chair: David Roffey & Sue Roffey

This workshop is based on updating the Economics, Society and Politics chapters of the book *Creating the World We Want to Live In: How Positive Psychology Can Build a Brighter Future*, by Bridget Grenville-Cleave, Dóra Guðmundsdóttir, Felicia Huppert, Vanessa King, David Roffey, Sue Roffey and Marten de Vries (2021). The book's genesis was a conversation between the authors at ECPP 2016 Angers raising questions on how we might extend the reach of Positive Psychology beyond the personal into the wider community and society.

Aim: We seek to explore and update the conclusions in the book by workshopping key questions on how we all can take actions to promote more positive communities and society in general, with particular reference to economic issues.

Method: After a brief introduction to the themes, attendees will work in table groups to come up with ideas on one of the questions. Some of the questions we will explore:

- Whose responsibility is it to ensure that basic human needs are met?
- What can we do to move our communities toward accepting responsibility for the wellbeing of others?

- Should tax be given a different name to reflect its role on funding a more humane society? What might this be?
- What would you give up to ensure a more equitable distribution of wealth and wellbeing for all?
- How can positive psychology influence politics so that there is more trust in Government?

Results / Conclusion: Hopefully we will reach some on the day!

Group coaching as a positive psychology intervention

WS Chair: Ana Paula Nacif

This workshop is based on research into group coaching (McCarthy & Ertubey, 2023; A. Nacif, 2021; Nacif et al., 2023) which shows how group interventions can support client in aspects intrinsically linked to wellbeing, such as positive emotions, meaning, belonging, and engagement. In group coaching, the group itself (and its relational space and group dynamics) enables and supports clients' wellbeing. The experience of being in the group becomes the intervention itself.

Unlike psychoeducation group interventions where participants are taught about a particular positive psychology topic, group coaching

allows for a person-centred and tailored approach, while expanding the clients' perspectives through group interactions. Moreover, clients also benefit from shared narratives, which serve to normalise challenging experiences, and a sense of collective support and accountability.

This is an interactive workshop and participants will be invited to take part in a group coaching experience.

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Happy Whole Human...Cultivating Win/Win/Win Functional Interdependence

WS Chair: Dr. Lisa Leit

Have you ever wondered by we all can't just get along? If you're like the vast majority of people, it may be hard to connect to others without losing yourself or trying to control them. Research shows that most people inadvertently engage in patterns of self-absorption that put their personal, relationship, and organizational health at risk.

Learn coaching techniques on how to foster productive, fulfilling stakeholder interdependence by cultivating both individual well-being and relationship quality using HAPPY WHOLE HUMAN®, a safe, confidential space for self-discovery with Do-It-Yourself tools individuals can use to quantify their unique personal needs across 28 dimensions of holistic health and gently receive structure, support, and measurable goals while simultaneously providing leadership with valuable insights in the form of quantitative aggregate reports and customizable dashboards.

Measure your own well-being by taking the 15-minute Happy Whole Human Holistic Wellness Self-assessment.

How to Promote Students' Subjective Well-Being: The Well-Being Promotion Program, A Multitarget School-Based Positive Psychology Intervention

WS Chair: Shannon Suldo (with Sarah Fefer and Kai Zhang Shum)

Comprehensive school mental health services include interventions that promote subjective well-being (SWB). This workshop (Practice category, Education track) features the Well-Being Promotion Program (WBPP; Suldo, 2016), a manualized positive psychology intervention with empirical support for increasing middle school students' SWB (Roth et al., 2017; Suldo et al., 2014). The 10 core WBPP sessions cultivate positive emotions about the past, present, and future; increase engagement through signature strengths use; and build relationships.

Aims: Workshop facilitator(s) will share how educators (counselors, teachers) can integrate the WBPP into school mental health services.

Method: Through PowerPoint presentation, role play/demonstrations, and skills rehearsal, participants will learn the WBPP session protocols and materials. Facilitators will illustrate use through a case study whereby school counselors in six American middle schools (Florida, Massachusetts) provide the WBPP to students with low SWB. Students served in small groups (6 – 12 students per group) meet weekly for ten weeks (fall 2023, core WBPP), then monthly (spring 2024) for follow-up sessions to rehearse positive activities from core sessions.

Results: Workshop facilitators will share students, caregivers, and group leaders' perceptions of the usefulness of the WBPP, and change in student SWB.

Learning objectives:

- Attendees will explain how to identify students for targeted intervention through universal screening of subjective well-being.
- Attendees will discuss the Well-Being Promotion Program (WBPP), which fosters gratitude, hope, optimism, character strengths use, and relationships.
- Participants will plan to deliver the WBPP in their schools based on facilitators' experiences from initial screening through implementation and evaluating outcomes.

Increasing resilience and mental wellbeing of refugees and migrants in a cultural sensitive manner.

WS Chair: Dr. T. Hendriks

The ongoing refugee crisis worldwide has become a pressing concern for many European countries, raising complex challenges for mental health care professionals. We recently have seen a shift from trauma-focused interventions to community -and strengths-based interventions in the field of refugee studies. The latter do not focus on the treatment of trauma and pathological symptoms, but rather on developing personal qualities such as self-efficacy, hope, and resilience. An example is BAMBOO, a five-session positive psychology intervention (PPI) that aims to increase factors such as personal strengths, positive emotions, positive relations, and self-esteem. The program has been running in the Netherlands since 2020 at over 50

asylum centers and over 2200 refugees have participated in the program.

The learning objectives of the workshop are twofold: Firstly, participants will gain insight into the barriers that stand refugees and migrants in their way to attain mental healthcare and PPIs can contribute to overcoming these barriers. Research on the cultural adaptation process and effectiveness of the BAMBOO program will also be discussed shortly. Secondly, participants will learn to apply several cultural sensitive positive activities that they can apply when working with refugees and people with a migration background. For example, we will demonstrate how character strengths can be discovered and applied in a cultural sensitive manner, using a card set, which participants will receive during the workshop.

Program:

- Introduction exercise (10 min.)
- Cultural adaptation of PPIs: theory and research findings (10 min.)
- Practice of two group based positive activities (40 min.)

Innovative Developments in Character Strengths

WS Chair: Robert McGrath

While there is a wide range of important studies in the science of character strengths every year, there are some areas that are particularly interesting, innovative, and with high potential impact for both future science and practice. We selected two areas in which we conducted studies with large sample sizes (N=82,000 and N=12,000) in the last year and which we believe will make important contributions to positive psychology. The areas addressed were character strengths overuse, underuse, and optimal-use, and the previously untouched trait of gentleness. Both involve brand new measurement tools – the Golden Mean Inventory and the Gentleness Questionnaire. We will arrange strategic, practice-focused discussions for these topics, and we will share a range of testable practices. Both will be preceded by a brief overview of the studies conducted so far. Participants will then personally explore their level of gentleness (and will take the assessment) and consider how they apply gentleness as a “practitioner”/helper and how they might help clients grow their own gentleness. Character strengths overuse, underuse, optimal-use is a very rich, provocative, and popular topic among practitioners; participants will explore their own overuse/underuse in the context of helping clients and brainstorm ways they can support clients in finding balance, or the golden mean of character strengths. As the Golden Mean Inventory assesses multiple contexts (work/school, relationships, personal goals), participants will explore imbalances across different areas of their lives.

Joyful Journeys: Applying Humor in Positive Psychology for Coaching Success

WS Chair: Bea Bincze, PCC, ATCT, DTM, executive coach, mentor and supervisor, TEDx speaker and Alexandra Cser, ACC, CPF, executive coach and facilitator

Background: The workshop explores the role of humor in positive psychology, particularly in coaching contexts. It focuses on humor as a

transformative tool for promoting resilience, relationships, and positively shifting perspectives. During the coaching session, a safe environment and humor combined with positive psychology tools support clients' goal achievement in a faster and fun way. The workshop draws upon evidence-based findings to examine how humor can be a pivotal component in fostering well-being and personal development.

Aims:

- To illustrate the evidence-based role of humor in positive psychology and in enhancing well-being.
- To equip practitioners with strategies for incorporating humor into their work, thus improving client engagement and growth.

Method:

The workshop will be delivered by two experienced coaches with the following structure.

- Introduction to the evidence-based role of humor in positive psychology.
- Interactive exercises and role-plays demonstrating the application of humor in coaching scenarios.
- Group discussions on case studies where humor has been effectively utilized.
- A focused segment on ethical considerations in the use of humor in coaching, aligning with best practices.

As a result participants will acquire:

- A deeper understanding of the evidence-based impact of humor in enhancing well-being and resilience.
- Practical techniques for integrating humor into coaching practices.
- Knowledge about maintaining ethical standards while using humor in professional settings.

Conclusion:

This workshop highlights the application of humor as an evidence-based tool in positive psychology, specifically in coaching. It provides participants with practical strategies to integrate humor into their coaching practices, contributing to enhanced client well-being and growth.

Leading Wellbeing: Strategies for Success in Educational and Organisational Settings

WS Chair: Rhiannon McGee and Sharron Russell

In the contemporary landscape of education and workplaces, there is a growing emphasis on promoting wellbeing through the integration of positive psychology principles. The leadership of wellbeing initiatives demands a dynamic and responsive approach, characterised by adaptability to evolving research and the changing needs of diverse communities. In this collaborative workshop, Sharron Russell and Rhiannon McGee will share successful strategies for wellbeing promotion, drawing on their extensive experience leading wellbeing across American and Australian schools. Workshop participants will also be encouraged to share their own experience and examples of effective practice to build a comprehensive toolkit of successful strategies for wellbeing leadership in schools and organisations.

Theme: we have selected ‘other’ as this workshops will focus on leading and implementing positive psychology principles and practices on a broader scale.

Leading with data to inform and support whole school and student flourishing

WS Chair: Dr Sharron Russell and Dr. Beth-Ann Tek

In 2021, The Shipley School, an independent school located in the United States, developed a Framework for Flourishing comprised of 7 components: Health & Safety (Physical and Psychological); Belonging and Connection; Emotional Awareness and Agility; Character Strengths; Achievement; Meaning and Purpose; and Deep Engagement. The framework is a synthesis of many established well-being models. In 2023, Shipley partnered with Flourishing Associates to collect data on student well-being and build a multi-tier system of support that identifies and recommends a level of support for each student based on results from the measures. Using an interactive analytic dashboard, data is analyzed at the school, grade, and student level and by factors within the control of the school and the student. In this workshop, participants will learn more about Shipley's framework, how it was operationalized into measures, and how the results of the measures are visualized in an interactive dashboard for decision-making. Participants will learn how they can use this framework (or any well-being framework) and model to collect data on well-being at their schools, how to use that data for immediate student support, ongoing curriculum development, and whole-school programs.

Meaning and Purpose in life from a transdisciplinary perspective; A third wave approach to positive psychology coaching

WS Chair: Omid Alaei

The first wave of positive psychology was characterized by focusing on human capacity and increasing the positive phenomena. The second wave commenced with an appreciation of both positive and negative aspects of living and the dialectical nature of well-being (Mayer and Vanderheiden, 2020). Recently, scholars cited the rise of the third wave of positive psychology as a new domain of inter / transdisciplinary studies (Lomas et al., 2021). Lomas et al. described complexity and going beyond the individual person as the main characteristics of the third wave. The new approach looks more deeply at groups and systems in which individuals are embedded. As a sub-group of Positive Psychology Coaching, the updated Meaning-Based Coaching (MBC) model proposes a multidimensional, multileveled approach to meaning and purpose in life. The model involves an inter/trans-disciplinary study and greater complexity which is beyond the individual person as the primary focus of enquiry. MBC expands the individual model of meaning/ purpose introduced by Martel and Steger through the Lomas multidimensional meta- theoretical LIFE (Layered Integrated Framework Example). Considering the dynamic characteristics of the central ontological dimensions of the person MBC argues about the formation and the variability of the meaning and purpose in life during the life spans and socio-cultural changes. MBC coaching model is based on the 'person in context' approach, i.e. people are differently affected by context and are differently responsive to interventions. The workshop aims to introduce a transdisciplinary inquiry into meaning and purpose in life based on positive psychology theories and interventions.

Ménage a Trois – Positive Psychology, Psychodrama, Couples Therapy – Strengths-based practices to cultivate hope and positivity in relationships

WS Chair: Andrea Szucs LMSW, RDT-BCT & Dan Tomasulo Ph.D, MAPP

Like three strands of a braided vine, couple therapy, psychodrama, and positive psychology are stronger when woven together. Having separate yet connected roots, their combined effect offers evidence-based interventions for improving intimate, interpersonal relationships in a way that is both direct and effective. The foundation of evidence-based positive interventions from positive psychology and positive psychotherapy is a natural fit with the needs of couple therapy. Rather than reducing the negative interactions between couples alone, the amplification of positive emotions and interventions makes changes within the relationship sustainable. Psychodrama is a dynamic approach frequently employed in psychotherapy, wherein individuals engage in impromptu dramatization, assume various roles, and engage in dramatic self-expression to delve into and attain a deeper understanding of their personal experiences. By adding psychodramatic methods and techniques to positive interventions, couples have an opportunity to experience important perspectives about their own and their partner's behavior.

In this interactive workshop, participants will

- Learn and apply theory and practice in working with couples using Psychodrama techniques such as empty chair and doubling.
- Demonstrate 2 interventions designed to increase hope while alleviating challenges.
- Apply strength spotting and activation to build better communication and stronger connections.

Mindful Mentoring to Enhance Healthcare Worker Well-being

WS Chair: Professor Sanjay Saint

In this highly interactive workshop, Professor Sanjay Saint from the University of Michigan will discuss the important role mentoring has in conducting research, career development, and enhancing worker and student well-being. He will incorporate mindfulness principles throughout this novel and practical workshop.

Mentoring is a reciprocal relationship that will benefit both the mentee and the mentor. Professor Saint will also emphasize that the ideal mentoring relationships bring joy to both parties. His talk will be relevant for both mentees and mentors, as well as those interested in developing highly effective mentoring programs in their organizations.

Regarding mentees, it is important for mentees to learn how to “manage up” as most mentors receive little formal training in how to be an effective mentor. Four key archetypes are usually necessary for mentees to succeed: 1) traditional career mentor; 2) coach; 3) sponsor; and 4) connector – Prof Saint will discuss each role and how to identify such individuals.

He will also describe the key attributes of an effective mentor based on his article in the Harvard Business Review. Additionally, he will comment on how to detect and prevent “mentorship malpractice” based on his JAMA article on this topic as such mentoring behaviors can have adverse consequences for the mentee. He will end by describing how to create and evaluate mentoring committees for mentees based on successful programs from the U of Michigan, including sharing a mentoring meeting assessment tool that can be adapted to assess the utility of a mentoring meeting.

Neurodiversity-Inclusive Care: Fostering Strengths-Based Change

WS Chair: Elaine Taylor-Klaus

The brain does not discriminate. Neurodiversity is a universal human phenomenon that crosses all racial, ethnic, gender, socio-economic and/or religious boundaries. And yet, when clients present with neurodivergence—such as ADHD, anxiety, autism, depression, giftedness or other exceptionalities—it can alter expected patterns of effecting change. A provider uninformed about neurodiverse differences in processing information or initiating change not only can fail to support a client in achieving desired results, but runs the risk of damaging a client's self-esteem and impeding their progress. Conversely, understanding neurodivergence can enhance a strength-based approach to positive change.

This session is not designed to train providers to become specialists in supporting any particular aspect of neurodiversity. Instead, drawing from more than a decade of practice supporting parents of complex children, this workshop offers providers an opportunity to recognize, understand, and determine whether, when, and how to ethically provide support for clients with all kinds of neurodiversity. It discusses what neurodiversity-inclusive practices might include, and makes a case for why it should be considered a core competency for all healing providers.

With upwards of 40% of the population experiencing some neurodivergent symptoms as they navigate the modern world's uncertainty (CDC reported more than 2 out of 5 adults in the US demonstrated symptoms of anxiety or depression in 2021), it is essential for all healing providers to acquire a functional literacy about neurodiversity. In this interactive session, participants will be invited to understand and explore neurodiversity through the lens of their own practice experiences.

New Frontier: Positive Economic Psychology

WS Chair: Dr Rona Hart

These are exciting times for Positive Economic Psychology! This nascent, innovative, interdisciplinary domain, combines theory, concepts, insights and empirical work from Positive Psychology and Economic Psychology. It is currently undergoing a phase of rapid expansion and exploration, and garnering considerable attention not only from the academic world but also from professionals in diverse sectors and the general public.

Learning objective: This workshop will introduce the intellectual terrain of this novel field, and offer participants an opportunity to engage in discussions on its importance, potential areas of development in research and practice, as well as to engage with a reflective exercise around one of its key concepts.

The workshop will commence with a brief description of the two disciplines from which it draws, Positive Psychology and Economic Psychology, highlighting their goals, scope and key topics. It will then go on to discuss the background that led to the emergence of Positive Economic Psychology, and some of the areas of convergence between the two disciplines that have emerged recently. The workshop will then explore the goals, philosophical foundations, remit and key topics of Positive Economic Psychology. Participants will be invited to engage in a discussion around these points as well as to conduct an experiential reflective exercise around the concept of financial wellbeing. The workshop will conclude with an assessment of the discipline's future trajectory and the potential challenges that it may face.

Next Level Appreciative Inquiry Practice. Using the Framework for Increasing Wellbeing on the Me, We and Us levels

WS Chair: Åse Fagerlund

Aim: This workshop aims to apply the Appreciative Inquiry philosophy and model to co-create wellbeing at the Me, We and Us levels. During the workshop wellbeing is leveraged through the process of strengths, opportunities, aspirations and desired results.

Method: Participants will be introduced to and practice the innovative Appreciative Inquiry model to identify the best format for increasing wellbeing for all at the Me (the positive psychology practitioner/consultant/clinician), We (the positive psychology community) and Us levels (wellbeing on a global level), with examples of multicultural applications across the globe. We will leave participants with a thought experiment to accelerate the global practice of wellbeing and optimize flourishing at scale.

Results: Participants will walk away with a framework and positive questions to prompt their thinking and actions for cultivating wellbeing on multiple levels and in formats that are adaptive and innovative to take their practice to the next level. Participants will be able to strengthen productivity and performance by implementing the framework with their teams, organizations, or communities.

Format: Participants will be engaged through innovative theory and practice from Positive Organizational Development as well as individual client processes across the globe. There will be opportunities for individual reflection, appreciative interviews and group discussions where participants can share their experiences in adapting the framework for their context and projects. A brief report of outcomes will also be provided to participants following the workshop, summarizing key themes, multicultural examples, and shared learnings.

Passion in You, in Me, in Us

WS Chair: Sok-Ho Trinh

Passion is a fundamental element of human experience, yet its exploration often remains elusive. This workshop, titled "Passion in You, in Me, in Us," offers a novel approach to delve into the multifaceted nature of passion through the lens of Positive Psychology Coaching. Grounded in the innovative 4P model©, the workshop introduces the concept of the 3 Levels of Passion (3LP©), a step-by-step journey aimed at unraveling the essence of passion.

The workshop begins with a grounding exercise to foster presence and openness. Participants are then guided through three distinct levels of exploration. Through reflective questioning and sensory engagement, individuals are encouraged to uncover the tangible manifestations, underlying aspirations, and core essence of their passions. Following the introspective journey, participants are gently guided back to reality, allowing space for integration and reflection. The workshop concludes with a debriefing session, providing an opportunity for participants to articulate their insights, confront any barriers, and deepen their self-awareness.

In line with Positive Psychology principles, the workshop emphasizes post-intervention measurement to assess the impact of the exploration on participants' passion levels. Utilizing established scales. The workshop aims to facilitate not only personal insight but also tangible growth in participants' passion domains.

"Passion in You, in Me, in Us" offers a transformative journey towards understanding, embracing, and nurturing passion, fostering individual fulfilment and collective flourishing.

Paws for Wellbeing - The benefits of canine-human interaction for our physical and mental health

WS Chair: Clive Leach and Roz Rimes

Background: There is a growing body of research highlighting the benefits of canine-human interactions for the biopsychosocial health and well-being of people and their dogs. These findings can add value to contemporary well-being theory and approaches regarding Well-being Literacy, Positive Education, the Dual Health Continuum and One Health, an integrated unifying approach that aims to sustainably balance and optimise the health of people, animals and the systems within which they live.

Aims & Objectives: To understand the biopsychosocial wellbeing benefits of interactions with dogs

To learn how these benefits are realised within high risk communities and workplaces to buffer against mental and physical ill health, bolster resilience in challenging times and build the capacity to flourish and embrace the future

To directly experience these benefits through shared stories and savouring interventions with a life-like Australian Labradoodle!

Method: This unique and engaging workshop program will be led by two positive psychology coaches. Both are accredited with national dog therapy not for profits, and successfully integrate their dogs into their practice of enhancing health and well-being of young people and adults within challenging and high stress hospital and educational settings in the UK and Australia. Each will share their learning and experience, and together facilitate real-time learning, providing tools and takeaways.

Results: Participants will be able to enhance their well-being through canine companions and be inspired to create future health interventions with dogs.

Conclusion: Through learning, sharing, connecting and reflecting you, me, and us, can all 'paws for wellbeing'.

PianoBreak - From Thinking to Intuition

WS Chair: Felicitas Goerke

Find access to intuition and creativity. Discover new things: play the piano yourself, free from any restrictions. Design intuitively. Experience how playing the piano opens your heart.

Don't do it, let it come into being. Trust, perceive and enjoy. Listen, Listen within, become still and simply be.

Thoughts find peace and finally have a break. By listening and/or playing presently, a space for feeling, intuition, creativity and connection is created. Just playing with a few tones or listening to them creates a strong, deep effect.

Experience and strengthen connection in community. Touch yourself and others with the sounds you play yourself. Use the sounds to resonate with yourself and the group.

Take heart, you can do it too. Because science has proven that the human brain is designed to create music. The beauty of playing the piano is that it starts with just one note that vibrates, with a piano key that you play. No previous knowledge is necessary.

Felicitas Goerke uses the piano as a tool to promote people's personal growth. Through observation and constant search for better solutions from classical piano lessons, she developed piano coaching in various styles. One of them is the PianoBreak as a workshop. It offers a great opportunity to experience essential skills for the future in community.

Felicitas Goerke found scientific confirmation of her approach during her training as a Positive Psychology Coach with Dr. Daniela Blickhan, Inntal Institute.

Positive and health-oriented (self-) leadership and team work: supporting leaders and their teams on their way to wellbeing, personal growth and flourishing at work

WS Chair: Mareike König, Melanie Maurer

In blue-collar working fields, leaders and their teams face special challenges, such as shift work, time pressure, high productivity targets and monotonous tasks. With the overall aim to support wellbeing, personal growth and flourishing at the workplace of this target group, we have developed and conducted a training program based on evidence of positive psychology research focusing on:

- Positive self care for leaders
- Positive and health-oriented leadership
- Positive team work

We have conducted numerous trainings (reaching 40 leaders and their team members) based on the elements of positive leadership at a central logistics and distribution centre of a global company in the mobility industry. Our training sessions consist of a short theoretical input on topics such as positive emotions, strengths and purpose, followed by small group sessions for practical transfer and targeted exercises for everyday work.

Aim of the workshop:

During this workshop, we would like to

- give insights into the training program and the encouraging feedback the participants shared afterwards;
- Share our experiences regarding the development and performance of our program;
- Invite participants to discuss how this approach could be used at or adapted for their workplace or target group.

Method:

Presentation of the training program and feedback;

Moderated (group) discussion on the approach presented and possible opportunities for implementation in other organizations.

Results & Conclusion:

- Insights on a hands-on and practical approach on how to implement small positive psychology interventions at the workplace;
- Feedback to the presenters about the approach and further opportunities.

Positive Futures - Hope for a better life

WS Chair: Andreas Krafft

In this workshop we present and discuss an education program designed for students in secondary schools and other social institutions that offers them the opportunity to develop positive future scenarios for themselves and the world and at the same time works with projects for their practical implementation. The strategy consists of combining the strengths of humanistic futures studies in education, on the one hand, and the strengths of positive psychology, on the other, with the goal of understanding our capacity to build personal and collective hope. This interdisciplinary approach has the purpose to combine individual future goals with visions of a good life in a flourishing world and thus support young people in developing a more fundamental hope for themselves and the world.

The education program starts with the possibilities and capabilities of the individual and assumes a global (social, ecological) perspective as its field of action. Since major changes and profound transformations usually cannot take place overnight, they require a focus on the medium- to long-term time perspective. The positive futures approach integrates futures studies and positive psychology with combined goals of individual and social flourishing and focuses on hope for a desirable future within the framework of social trends and scenarios.

The program has already been implemented in several schools and universities and won the Austrian SDG-Award 2020 of the "SENAT der WIRTSCHAFT". In our workshop we will share the methodology applied and discuss our experiences with the participants.

Positive Psychology Coaching: Facilitating clients' journey towards flourishing

WS Chair: Dr Daniela Blickhan

It is my passion to take academic models and concepts of positive psychology into the field of coaching, so coaches can help their clients lead a more fulfilling, meaningful life and flourish. I translate scientific models and empiric research of PP into practical metaphors and accessible coaching interventions which can enrich every coaching process based on Humanistic Psychology.

Aims: Learning outcomes: In this workshop, I illustrate the course of an exemplary coaching process informed by positive psychology. Several major research areas of (positive) psychology will be highlighted in their application to coaching, for example emotions, strengths, psychological basic needs, motivation and dealing with stress and setbacks through self compassion.

Content: • Why positive psychology for coaching?

- Themes, topics and interventions of an exemplary positive psychology coaching process

- o Emotions, emotion differentiation and the role of positive emotions

- o strengthening strengths

- o Psychological basic needs

- o Motivational continuum

- o Dealing with Stress

- Helping clients flourish

The workshop focuses on 1:1 coaching (both life coaching and business coaching)

Method: Interactive presentation highlighting how scientific models of positive psychology can be applied in a coaching process. Short demonstrations, small group exercises, debriefing

Results: Participants will be introduced to interventions and metaphors in order to integrate concepts of positive psychology into their practice of coaching.

Conclusion: This workshop is a shortened version of my pre conference workshop Positive Psychology Coaching. I would like to offer participants who did not attend my pre conference workshop the opportunity to learn about positive psychology coaching.

Positive psychology in the hospitality industry: improving employee engagement and productivity through interventions that increase happiness on the example of Hotel Sans Souci Wien

WS Chair: Andrea Fuchs, Claudia Schriever

The hospitality industry faces challenges in both acquiring and retaining skilled employees. A reason behind this challenge is the evolving dynamics within the workforce. Younger generations bring forth a set of job expectations that no longer resonate with the conventional roles prevalent in the hospitality sector. This incongruity becomes especially apparent in city hotels that operate 24/7, 365 days a year, demanding round-the-clock presence from their staff. Furthermore, a multifaceted interface exists between guests and employees, imposing high standards on all staff members, irrespective of their role or qualifications. In 2021, Sans Souci Wien underwent a transformative leadership shift, adopting positive leadership principles focused on nurturing workplace happiness. This strategic change aimed to attract and retain top talents. It commenced with a PERMA-Lead®-based 360-degree feedback and a leadership conclave, introducing and training department heads in positive psychology interventions. Subsequently, leaders developed tailored methodologies for the hotel environment, aiming to boost team members' happiness. The effectiveness of these methodologies was assessed through employee satisfaction surveys and analysis of turnover and sickness rates. Post-implementation, department heads showcased enhanced leadership and self-leadership skills. There was a notable upsurge in employee satisfaction and productivity, along with a decrease in turnover and sickness rates. Sans Souci embarked on an inspiring journey by prioritizing ongoing positive leadership cultivation. This commitment empowered the team, revealing the immense potential within individuals and the organization. The ultimate objective remains unlocking this potential, becoming standout industry leaders, fostering a fulfilled workforce that others aspire to join and contribute to happily.

Positive Psychology in Practice: A Decade of Insights for Trainers, Coaches and Facilitators

WS Chair: Bridget Grenville Cleave (MAPP)

Whether you're an experienced positive psychology trainer or just starting out, we invite you to join us for a collaborative learning session as we share practical reflections from our ten-year journey with the 'Positive Psychology Masterclass' and other PP training ventures in the public, private and not-for-profit sectors. Engage in open discussions about effective positive psychology tools and techniques, sharing challenges and successes encountered in our diverse roles and experiences. Gain insights from shared stories and reflections and take part in a Q&A session where you can share your learnings. We'll conclude with a brief exploration of current trends, leaving you with a practical set of takeaways to enrich your own practice.

Psychodrama Demonstration of a Virtual Gratitude Visit & Self-Compassion Technique

WS Chair: Dan Tomasulo. Ph.D., TEP, MFA, MAPP

Winners of the Avant-Garde Clinical Intervention awards at IPPA, these role-playing techniques use an empty chair and a role reversal to deepen and extend applicability.

The Virtual Gratitude (VGV) technique activates many therapeutic elements contained in the literature on gratitude, role-playing, and storytelling and is described for use by clinicians and coaches in both individual and group settings. The VGV uses

role-playing with an empty chair and a role reversal to enact a gratitude visit. This extends the applicability of an expression of gratitude to include people who are unavailable, those who have passed on, “parts” of ourselves we have gratitude toward (such as a time when we had more resilience, grit, or joy in our lives); or expressed gratitude toward a higher power or entity. Additionally, the usefulness of the VGV as a non-reading and non-writing positive intervention could have tremendous value for the typically under-represented individuals of more than 775 million adults in the world who are illiterate.

The self-compassion technique uses embodied cognition through role reversal to cultivate a benevolent witness. Unlike the VGV that uses the memory of a specific person or entity, this dynamic activation of self-compassion begins with the creation of an introject—the benevolent witness—as a loving, supportive, encouraging amalgam that creates a feeling not unlike how one might feel with a best friend.

Objectives:

- Demonstrate how to conduct a VGV
- Apply role-reversal technique to cultivate self-compassion.

Niemiec, R. M., & Tomasulo, D. (2023). *Character Strengths and Abilities Within Disabilities: Advances in Science and Practice*. Springer Nature.

Tomasulo D.J. (2019) *The Virtual Gratitude Visit (VGV): Using Psychodrama and Role-Playing as a Positive Intervention*. In: Van Zyl L., Rothmann Sr. S. (eds) *Positive Psychological Intervention Design and Protocols for Multi-Cultural Contexts*. Springer, Cham

Relationships and Research: How Positive Psychology Can Help us Become Better Together

WS Chair: Suzann Pileggi Pawelski, MAPP and James O. Pawelski, PhD

Flourishing relationships are foundational to well-being. In fact, Harvard psychiatrist George Vaillant, who helmed the longest study of adult-development, found loving connections to be the single most important factor to aging well.

Yet, many misconceptions and misbeliefs abound about what leads to lasting love. And they can be particularly damaging in the absence of healthy relationship role models, so it's important to look to research for guidance.

Aims: Our aim is to dispel common myths around relationships, present empirical research, and equip attendees with science-informed skills for strengthening relationships.

Method: In this interactive workshop, husband-and-wife team Suzie and James will invite attendees to join them in the “relationship gym” to practice evidence-informed exercises for strengthening relationships. They will discuss how our good intentions aren't necessarily good for our relationship.

In particular, they will examine findings on the following three popular notions: sacrificing for our partner, being flexible, and expressing emotions.

Through research, real-life examples, and reflective activities, they will demonstrate how these common behaviors often backfire, and how a more nuanced approach in all three areas can strengthen, rather than sabotage, relationships.

Results: Attendees will have learned science-informed skills around sacrificing, flexibility, and emotional expression that they can immediately begin using personally and professionally to help build stronger relationships.

Conclusion: Flourishing relationships are fundamental to well-being. Despite popular myths and negative behaviors that may have been modeled to us about relationships, the good news is there are empirically-informed skills we can learn and practice to build love that lasts.

Resilience and wellbeing for parents

WS Chair: Dana Moldoveanu Brandes, Jannie Stricker, Vera Kristensen

Over two years (2021-2024) a team of 6 professionals in the PP field (from which 3 MAPP graduates) members of the association of Positive Psychology Luxembourg developed and delivered a Resilience & Wellbeing program for parents, based on research, applications and interventions from Positive Psychology.

During this workshop you will experience 2-3 practical exercises we developed for this program and hear our experience with this project subsidised by the foundation Oeuvre Grande Duchesse Charlotte (<https://www.oeuvre.lu>). The purpose was to offer practical tools (and some theoretical knowledge) for parents in order to regain their well-being and develop their resilience after the pandemic and in this way to help also their children (and extended families). The program has 10 workshops on different themes of PP (PERMA elements, character strengths, psychological safety, taking care of the body and the mind etc) with a total of 15hrs. The challenge for us was to offer program for parents coming from all kind of social, professional and cultural background in a country where more than half of the active population is foreigner with over 200 nationalities present on the territory. We also wanted to measure the impact of our program but only about 15% of the 150 people who have been attending our program answered the two scales (CD-Risc 10 & SWLS). Therefore the results are not conclusive but the feedback forms we used to checking the quality and the usefulness of our program as received by the participants gave us a very good feedback.

Seasons of Meaning: Experiential Approaches to Deepening Meaning in Everyday Life.

WS Chair: Michael F. Steger, PhD & Pninit Russo-Netzer, PhD

Meaning in life has become one of the most important areas of research in positive psychology and wellbeing science, yet it retains a mystique and practices have seemed to lag the generation of research. In this workshop, we will explore quick, accessible, and highly experiential approaches to deepening meaning in participants' lives. This workshop will quickly present foundational research on meaning in life, including key definitions and theory. Then, using the concept of “Seasons of Meaning,” we will describe an overall model for thinking through how to select appropriate meaning practices. We will teach this model to participants, clarifying that meaning can address a range of content and at least four important processes, analogous to seasons. Following this we will facilitate participants through experiencing two separate practices drawn from research and situated within the Seasons of Meaning model. These practices are designed to be personal, fun, relatively easy, universally accessible, and layered in depth such that participants may safely share as much or as little as they would like. We will show participants how these practices are situated within the Seasons of Meaning concept, and will provide all the resources they would need to lead these practices in their work. By the end of the workshop, participants will be able to (a) recognize and understand key research, definitions, and theory of meaning in life, (b) use the Seasons of Meaning concept to identify meaning practices, (c) experience deepening of meaning in session, and (d) lead practices in their own work.

Teacher wellbeing - when one of the best jobs in the world becomes too tough

WS Chair: Nanna Paarup & Mette Marie Ledertoug

International research on teacher well-being shows that an increasing rate of teachers experience stress, burnout, job-dissatisfaction, work-pressure, which might cause periods of sick leave and considerations of leaving the job. In some countries such as Denmark, Sweden, Germany, Finland and UK teacher shortages are on its rise and other European countries are following the same trend with a declining enrolment in teacher education and teachers leaving for alternative positions.

We initiated a “Boosting Teacher Well-being” mixed methods research project building on evidence based positive psychology intervention in a six week programme. The programme is based the PERMA+H framework and evidence-based PPIs in relation to each of the PERMA+H elements. During a 6 week online course, the participating teachers were introduced to the PERMA+H element of the week and two different evidence based exercises to choose among.

Our aim for “Boosting Teacher Well-being” is to increase teacher well-being by building positive well-being habits and by creating a well- being mindset.

In the workshop, we aim to demonstrate the existing programme, to share our experiences and findings, and to facilitate hands-on exercises for boosting well-being. Furthermore, we aim to co-create alternative editions for the teacher well-being needs of the participants and their home country. What would they do to increase teachers’ wellbeing?

Tending to Our Humanity in the Age of AI

WS Chair: Joni Staaf Sturgill

With the exponential growth of artificial intelligence (AI), life is more convenient, but human beings are more stressed, depressed, and anxious than ever. This session, led by a psychotherapist mindfulness expert and an innovative practices expert, will explore the intersection of emotional well-being and technology, particularly focusing on how to foster happiness in our increasingly AI-driven world.

Participants will leave with an understanding of the relationship between AI and happiness, greater insight into the potential effects of AI on mental health, and five strategies for nurturing emotional health and humanity in the midst of technological advancement. Attendees will also be introduced to tools that can help create a more positive and human-centric environment.

The Anatomy of Resilience

WS Chair: Christian Tafttenberg Jensen

In this workshop we will discuss the anatomy of resilience, which in this case consists of eight evidencebased factors. We will discuss the theory behind it and do some small exercises along the way.

We will discuss our own experiences with working with resilience as individuals, groups and organizations. I will also suggest some concrete how-to’s that can be done to strengthen resilience in the three categories.

“I didn’t break - but instead took a lot of knowledge and learning with me into my life. Others around me did the exact opposite... But, was I just lucky?

Why was I able to digest what we saw and did when the guy next to me broke?!!! - I have asked myself this question more than 1,000,000 times. I have no definitive answer.”

Quote from war veteran Johnny

No matter how pressured you are, as an individual or an organization, there are always some who perform better than others. What is it they do and can others learn?

The program was originally designed for the Danish military. The goal is to train Danish soldiers in resilience. During development, the program proved to be extremely useful in the rehabilitation of veterans.

The concept was developed and tested over a period of 3 years, in several different contexts and target groups, including managers and employees, serving personnel in the Danish Military, and war veterans. The concept is now being used in several different contexts and target groups and in preventive and rehabilitation contexts.

The 4th wave of Positive Psychology – Planet Earth and Mankind

WS Chair: Mag.(FH) Cordula Kreidl, MA

The 4th wave of positive psychology has recently been postulated by leading masterminds. Carol Ryff means in this regard: „Just taxonomies about character strengths is not enough. It has to be about virtue in action.“ Kim Cameron is topping this: „If the world would be virtues, there would be no poverty, no war, and everyone would be well educated.“ Flourishing in a world shaken by crises counts on collective post-traumatic growth through communal learning. Qualities such as collaboration, courage, perseverance and optimism help us to gain real capacity for action, break through old patterns, develop transformative ideas together in uncertain times. It is about collective well-being, which goes beyond the individual well-being. The happiness of individuals must no longer be at the expense of the well-being of others! No doubts the relationship to self is important and it includes having a deeply felt sense of responsibility and commitment to values and purposes relating to the good of the whole. So how can we implement the SDGs in due time? The IDGs offer an essential transformative framework and is considered as the greatest possible accelerator. We aim to share local bottom up initiatives where we bring together local people, initiatives and changemakers to explore and implement concrete solutions. We are applying and experimenting with Theory U and the toolbox of Positive Psychology. Our approach might be leveraged for multiple urgent emerging topics.

How have you used your strengths today? What will you do tomorrow for a better world?

The Meaningful Work Paradox: Strategies for Sustainable Wellbeing

WS Chair: Andrew Soren

Background: An explosion of research around meaningful work reveals its power to enhance commitment, motivation, and performance in the workplace. However, this increase in engagement is not without its risks, including the potential for obsessive passion and burnout. Understanding this paradox is crucial for those striving to spark more meaning in the workplace.

Aims: This workshop delves into the benefits and hazards associated with meaningful work, focusing on achieving work-life harmony and overall well-being. It will provide practical strategies to counter the risks of stress, burnout, and fatigue that often accompany deeply meaningful work. Central to our approach is the belief that true well-being is unattainable without a foundation of fairness, equity, and inclusion. We will also introduce targeted methods for fostering self-care, especially for

those who perceive their work as a calling.

Results: Attendees will gain a deeper comprehension of the science behind meaningful work and its effects on both individuals and organizations. The interactive workshop will explore factors that create a disconnect between organizational expectations and employee experiences. Furthermore, it will present evidence-based strategies to build workplace cultures that emphasize decency, meaning, and the maximization of potential.

Conclusion: Considering that work occupies a substantial portion of our waking lives, its significance to our wellbeing cannot be overstated. As experts in positive psychology, we have the opportunity – and responsibility – to shape work into an enriching and harmonious aspect of life.

The Neuroscience of Wellbeing: understanding your brain to live a happier life

WS Chair: Sue Langley

Unlocking a happier life is within reach for everyone by delving into the intricacies of our brains and embracing both substantial and subtle actions that enhance our wellbeing while supporting others. Sue Langley leads a dynamic, hands-on session introducing the neuroscience of wellbeing. She unravels the mysteries of neuroplasticity and shares the latest insights from neuroscience research, offering a roadmap to a more joyful existence.

Participants will navigate the essentials of brain functioning, explore evidence-backed methods to boost happiness in personal and professional realms, and discover intentional activities—both large and small—to navigate emotions and cultivate enduring positive sentiments in themselves and others. The session caters to a broad audience, transcending traditional psychology backgrounds.

This session will also look at the impact of the microbiome, exploring new developments in neuroscience and the link between mental health and gut health. Sue will also look at how this research is revealing some interesting findings that pave the way to personalised medicine and change the way we view physical and mental health.

This training equips us to comprehend a variety of aspects that underpin wellbeing, including neuroscience and the microbiome, linking with positive psychology's theoretical underpinnings, and furnishes us with practical, evidence-supported strategies for personal wellbeing and fostering it in others. Participants will learn to seamlessly integrate these strategies into their personal and professional lives.

The session distils extensive research into applicable strategies, promising a blend of enjoyable, interactive learning. It incorporates high-level frameworks and tangible techniques for immediate and lasting results.

The Nonflict Way - Conflict resolution, self coaching, and transformation enhancement using a simple and comprehensive 3 steps process

WS Chair: Gilad Kfir

“Sometimes I wish you were a taxi driver, maybe then I’d feel your presence”.

That’s me, a 12-year-old boy, explaining my perspective to my father, on a stage in front of 30 executives from the global YPO network and their children, in a distinctive family retreat.

That was my lead-in to enhancing relationships with comprehensive approaches, the Nonflict way among them. Workshop’s deliverables:

- Participants will learn to reflect on a dilemma or a conflict they have deeply and efficiently in life, and express their point of view in a coherent, beneficial way.
- The value of deep presence states, and being in the other person’s shoes, will come through hands-on practice. Using eye contact, active listening, and empathy, participants will enrich their relationships with underlying trust, respect, and compassion.
- Members will be able to use Nonflict in their personal and professional life and to teach others the methodology to better the way they leverage the major growth potential embedded in diversity.
- Workshop program:
- Rationale - Why is conflict an indispensable element of life? The impermanent nature of existence.
- Introspection- How was conflict managed in the house where I grew up? how was I affected by the way my parents approached their differences? 4 main ways of dealing with conflict. Recognizing maladaptive patterns and choosing an optimal approach.
- The Nonflict way theory- An innovative, wholesome approach to navigating life’s hurdles. integrating positive psychology, change theories, imago therapy,
- Practice- Interpersonal conflict or a personal dilemma will be processed through the 7 questions.

The Way of the Mindful Warrior

WS Chair: Dr Colleen Lightbody

A unique model of mindfulness integrating Eastern and Western conceptualisations is presented as a practical tool for wellbeing and personal, interpersonal and professional leadership. The model is based in neuroscience and employs a spiritual approach. Mindfulness has its roots in spiritual and philosophical traditions but has enjoyed a resurgence in interest through academic literature, business practices and the human sciences.

A meditative, cognitive perspective, as well as an active application of mindful attention with openness and curiosity, incorporates Eastern and Western ideas of mindfulness. Mindfulness as a conscious discipline adds a third dimension to these ideas. The lack of the integration of varied definitions of mindfulness presents a gap in the existing management and leadership literature and practice. To bring together the varied conceptualisations of mindfulness and develop this into an academically-based practical process, allows a useful and meaningful practice to bring a spiritual dimension to leadership. We identify three elements of mindfulness namely:

- Meditation – a self-regulated process of bringing attention to moment-to-moment experiences (Kabat-Zinn, 2003).
- Intentionality – based primarily in the work of Ellen Langer (Langer, 2014), focusing on drawing novel distinctions, curiosity, and the purposeful engagement of thinking, emotions and action.
- Consciousness – articulated largely through Eckhart Tolle’s work (Tolle, 2009), where an individual is encouraged to live in the present moment without attachment to an ego identity.

The model and the practices emerging from it, may be seen as a vehicle to support individuals in facing challenges and living an empowered life.

Thrive to Perform & Perform to Thrive: A Leadership Development Programme for Higher Education Students, Nurturing Thriving Individuals who Foster Performance and Positivity in Organisations
WS Chair: Krumma Jonsdottir

The evolving landscape of leadership development (LSD) calls for innovative approaches. The “Thrive to Perform & Perform to Thrive” (TTP) pilot programme focuses on integrating positive psychology (PP) into LSD in higher education. Research underscores managers and leaders as sources of employee stress and disengagement. Gallup 2023 states “Seventy percent of team engagement is attributable to the manager”. In 2023, 70% of higher education students and 40% of managers say stress is preventing them from sleeping. TTP addresses these challenges by helping future leaders to thrive from the very beginning of their journey.

Aims: The workshop serves as a dialogue, presenting TTP and sharing preliminary results of the pilot programme encompassing 360 students from three schools in France. It aims to foster discourse on integrating PP into higher education LSD and seeks to identify opportunities for collaboration and involvement from conference participants.

Method: It starts by presenting TTP’s design allowing participants to experiment parts of the programme. Preliminary results will be shared following a conversation around the potential benefits of integrating PP and coaching psychology theories in higher educational LSD.

Results and Conclusion: The workshop aspires to enhance the understanding of PP’s proactive role in preparing higher education students for leadership through “TTP” or similar initiatives. By fostering discussions on effective practices, it seeks to elevate collective insights. The pilot with 360 students signifies a promising starting point, indicating potential positive influence. Future evaluations will comprehensively assess TTP’s impact on cultivating stress-resilient and positively engaged future leaders.

Thriving through Menopause

WS Chair: Ana Scherer and Lara Williams

Menopause, a natural biological transition, can bring about a range of challenging symptoms that can significantly impact women’s well-being and work performance.

Almost a million women left their jobs according to a survey carried out for BUPA in 2019. Due to women’s reluctance to disclose menopause status and symptoms, the precise count of women departing the workforce remains uncertain.

The impact of women leaving the workforce because of menopause symptoms is felt in the companies they work for and the economy as a whole.

This positive psychology workshop aims to empower women to navigate menopause effectively by enhancing their overall well-being and equipping them with strategies to manage their symptoms.

The workshop will employ a combination of physical movement, group coaching, and positive psychology techniques to assist women in achieving:

Improved physical and emotional well-being Enhanced self-compassion and self-acceptance Development of a supportive peer community

Acquisition of effective coping mechanisms for menopause symptom management

The workshop, with its focus on creating a supportive community, fostering social relationships, and promoting positive practices, offers lasting means of enhancing women’s wellness during menopause and contributing to their general health and workplace success.

The anticipated results include increased well-being through positive emotions generated by movement, community building, and coaching. Research has demonstrated the efficacy of physical activity, coaching, and positive psychology interventions in alleviating menopause symptoms and improving women’s quality of life.

Participants will leave equipped with valuable resources, ready to thrive, and enjoy a fulfilling life as they navigate the menopausal experience.

Training for Teachers, Lessons for Us: An Inside Look at Resilience Practices in U.S. Schools

WS Chair: Martin Blank

Pervasive uncertainty, increased demands, and staff shortages have contributed to unprecedented burnout and turnover of educators across the United States and internationally. School leaders have scrambled to improve staff wellbeing and retention as a result. In response, the presenter has created a resilience journey for teachers and administrators, to help improve emotional and mental health, increase confidence in building positive cultures and ability to handle change. This workshop provides participants with an overview of the proven steps and practices that have reached more than 10,000 leaders and educators in the U.S. in their pursuit to improve wellbeing and resilience. Participants of this workshop will experience a condensed “resilience journey” based on the same evidence-based, interactive exercises and reflections that educators have used, including character strengths overuse/underuse, breathing techniques, heart-rate variability biofeedback, and active constructive responding and exercises for creating psychological safety in teams. These methods have resulted in 100% of educators reporting more enjoyable and productive teams, with 88% reporting a marked improvement in personal resilience. Participants will learn about how the resilience journey formed—lessons learned and opportunities to apply learnings to workplace settings in education and beyond.

Learning objectives:

Identify key factors that have contributed to burnout and turnover in U.S. education, including changing political landscapes, increased workload and worsening student mental health.

Explore evidence-based strategies that have resonated with educators in developing resilience Learn how a resilience journey for educators formed and takeaways to apply in other settings

Work on character strengths as an orientation aid at the interface between school leavers and career starters - motivating acquisition of meaning and words through a playful approach

WS Chair: Dr. Verena Isik; Co-Autor: Myriam Meier

At the transition between school and career choice, many young people are faced with a lack of inner orientation. Important life decisions are often made without prior personality processes and/or their validation. The result: vocational training is cancelled after 1-2 years, university studies are changed or even school-leaving qualifications are not achieved. This risk can be greatly reduced through targeted interventions.

Therefore, this workshop aims to focus on the group of students in their final years of school and apprentices in companies. It will address the specific challenges of personally motivated career orientation in this phase of life and the support possibilities offered by positive psychology. The goal is to enable better personal development in young adults and promote a fulfilling career choice.

An effective and frequently used tool is working with character strengths. However, language barriers often hinder a good process of self-discovery/-awareness. By introducing the concept of character strengths in a motivating way by a card game, students can not only learn the concepts confidently, but also discover their own character strengths.

Playful, in-depth work in small groups, where the selected set is arranged and analyzed, provides new insights that can be used for personal processes and career decisions.

This workshop aims to show how a playful approach can be used to practise working with strengths and discover strengths for oneself. The objective is to use these personal insights as a basis for a (more) suitable career choice, providing long-term value for future employees, companies, and society.

It's you, it's me, it's us



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